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ABSTRACT

This manual includes all necessary information for implementing the CHAMPS program, which trains older elementary school students or middle/high school students to operate puppets to deliver an anti-tobacco message to fourth through sixth graders. A basic premise is that the health message will have maximum impact if it comes from a student's peers or from respected older students. The manual is divided into sections introducing the program and the kit (puppets, video tape, audio cassettes) and the Champs Tobacco Manual and including such topics as how to build a puppet stage. Following an introduction and description of needed materials are sections covering: (1) The Need: points out that tobacco prevention education is a necessity, with suggestions on how to teach the material in the primary grades; (2) The Method: includes peer led activities and grade-specific puppet scripts and supplemental materials; (3) The Puppets: covers puppeteering technique, tips for developing a good show, and advanced manipulation skills; (4) The Facts: involves in-service materials for staff and parents, materials for overhead projection, lesson plan, general facts and information about tobacco; and (5) The Results: includes program evaluation materials. (MSF)

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Training Manual for

CHAMPS

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Tobacco Prevention Using Peer Leadership

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Developed by CHAMPS Peer Leadership, Inc.
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This project was developed for the purpose of preparing school and community youth workers to train elementary youth to use a peer approach to teach other youth using puppets and other appropriate activities to prevent the use of tobacco and other drugs.

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SECTION I

THE PROGRAM:

An Introduction

ORIENTATION TO HOW ALL THIS WORKS

Tobacco consumption on the part of adolescents and pre-adolescents has been and continues to be a serious problem. Young people do not realize the addictive powers of tobacco and think they can quit the habit as they get older.

Most people will say that the reason young people use tobacco products is peer pressure from their friends. It is possible to turn peer pressure into a powerful positive force. Young people will respond to the "No Smoking message" if that message is delivered from their peer group. Although we do have a responsibility to provide youngsters with accurate information, an "information only" approach will not change behaviors.

In order to work smarter, not harder, we must utilize a peer approach to impact young people about the dangers of tobacco products. With our years of experience in the peer leadership field, and in particular with the CHAMPS Program, we knew that a peer approach was the answer.

To make the program come to life, older elementary students (or middle school/high school peer leaders) are trained to operate the puppets. They present age appropriate pre-recorded lessons to K-3 students, complete with original music. The lessons come from the puppets, since they have tremendous power to communicate positive messages. The older students present the program which immediately says to the younger students, "This is cool", "This is important". Younger students respond well thinking ,"I'm going to listen".

At the 4th through 6th grade level, peer led activities are provided to use within the classroom. As students take turns leading the activities and events, they become "part of the solution" rather than just part of the problem. This simple, innovative, peer approach is easy to implement, and most importantly, gets results.

It is all here. Your task will be to set up your student puppeteer team or teams and have them deliver the pre-recorded scripted lessons to the primary grades. Follow the simple instructions for the peer led activities within each classroom for intermediate students. **We have included a staff and parent in-service format to simplify orienting the adult groups.**

All you need is within the covers of the manual and in your kit.

We hope you are as excited as we are to have a method to deliver this anti-smoking message to children. Don't make it difficult. Use our simple, innovative peer approach, and see the results.

The Logistic Steps You Need To Know

1. Select Coordinator and/or 3-5 Member Prevention Team.
2. Orient Coordinator/Team to the Role of the Prevention Team.
   See Section II.
3. Conduct Staff Orientation.
   See Section VI.
4. Conduct Parent Orientation.
   See Section IV.
5. Conduct CHAMPS Tobacco Prevention Training for Puppeteer Team of 4th Graders, 5th Graders and 6th Graders.
6. Conduct In-service and/or distribute materials for 4-6 Grade Teachers concerning Peer-led Classroom Activities.
7. Select Puppeteers.
8. Practice with Puppeteers to Polish their Show.
9. Pre-Test Students.
10. Conduct Shows.
11. Post-Test Students.

GOALS AND OBJECTIVES

GOAL:

To prevent the use of tobacco products by adolescents and pre-adolescents.

OBJECTIVES:

- Become aware of the social consequences of tobacco use, including health costs, diseases and tobacco restrictions.
- Understand the impact of social influence on tobacco use including peer pressure, advertising techniques, and tobacco laws.
- Demonstrate a peer helper-helpee approach to delay and prevent the onset of smoking among adolescents and pre-adolescents.
- Become aware of the basic physiological effects of tobacco use.

OVERVIEW OF THE PROGRAM

CHAMPS Peer Leadership acknowledges that every child has leadership potential and that it is best developed through active use. Although many students are currently using their leadership abilities toward negative means, thus creating "negative peer pressure", CHAMPS has been able to provide schools with a methodology to convert this natural phenomenon into "positive peer pressure".

By literally asking children to "become part of the solution" to problems students respond and are successful in finding solutions to which they are more committed and which then guide their behavior. No where is this more critical than in the use of drugs. No drug is more correlative to the onset of drug usage than that most prevalent of gateway drugs: tobacco. And no age is more vulnerable, and therefore, more crucial to any prevention success than the elementary grades to which this program is focused.

Upper elementary grade (4-6 grade) students, in teams of 4-5 students, prepare and present lessons, activities, and puppet shows to their peers and to younger grades. The influence of same age and slightly older peers is widely documented. A summary of the research is included in this section. Common sense and observation support the contention that peers influence peers, perhaps more greatly than any other force, yet most schools have not yet utilized this resource to its fullest.

CHAMPS methodology for utilizing peers is simple, fun, and it works. Peer leadership methodology means that schools are putting the students once more at the center of their curriculum and are using this potent force to motivate students, prevent negative behaviors, and provide student ownership for learning.

WHY USE A PEER APPROACH ?
The Rationale and The Research

THE RATIONALE

With the increasing demands on educators and youth service providers to meet the prevention needs of young people today, we must find a way to work "smarter, NOT harder". Students need to become our resources in solving the serious problems within our schools and communities. They most definitely can become part of the solution rather than just part of the problem. In fact, when they are seen as part of the solution, we are much more effective.

Traditional social science research basically focused on the adult/child interaction. Because of the school structure there was almost a negative bias toward peer influence. Student to student interaction was discouraged and sometimes even punished.

Over the last several years we have come to realize that:

- Peer pressure can be a positive force
- Peer interaction is conducive, perhaps even essential for early achievement
- Peers are becoming the primary relationship for development and socialization
- Peers influence:
    - Social Skills
    - Achievement
    - Sharing
    - Comforting
    - Self Esteem
    - Identity
    - Helping
    - Empathy

The rationale becomes simple. We need peers because:

- Adults are unable to provide sufficient social support.
- Peers may be the only support system available to some children.
- We must provide every opportunity for children to be a resource to each other.

When life skills are learned through experience and practice as they are in CHAMPS Peer Leadership, protective factors develop which insulate them against the destructive influences which they inevitably face in our society.

THE RESEARCH

Bonnie Bernard wrote in her publication *The Case For Peers* 1990, that "We need to adopt a peer resource model of education in which schools and classrooms are restructured so that youth from early childhood through late adolescence are provided ongoing, continuous opportunities to be resources to each other. I have referred to peer programs in the past (Bernard, January, 1988) as the 'lodestone to prevention', based on their effectiveness in reducing the rate of substance use in adolescence." The author goes on to say that the rationale for a peer resource model of education is absolutely compelling.

Two independent meta-analysis (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies, each found that "peer programs are dramatically more effective than all other programs, even at the lowest levels of intensity (hours spent in prevention programming)" (Tobler, 1986 P.555).

According to Bangert-Drowns, when intensity was higher, the peer program effects were more pronounced. (1988)

CHAMPS Peer Leadership has trained thousands of adults who have in turn trained over 100,000 young people to be peer leaders. These children have been empowered to make a difference. These peer leaders have been fifth graders and sixth graders who have taken responsibility for the problems and issues in their schools and communities. The evaluation results compiled by the Arizona Governor's Office of Drug Policy and the Department of Education have been very impressive. In cross sectional studies of CHAMPS schools, general discipline referrals were down over 82.9%, vandalism down over 70%, and unexcused absences were reduced 20%. A copy of this evaluation report can be obtained by contacting the CHAMPS Peer Leadership office.

When we developed the CHAMPS Tobacco Prevention Peer Program for elementary schools, we knew peers must have a prominent place in the process. The current substance abuse prevention research is realizing the power of peers. You will see this power in action as the older students present puppet shows for the primary grades. Puppets communicate so well, and when older peers use the puppets, that's a winning combination.

References:

Bangert-Drowns, Robert. The Effects of School-Based Substance Abuse Education. *Journal of Drug Education*, 18 (3), 1988, 243-264.

Bernard, Bonnie. Peer Programs: The Lodestone to Prevention. *Prevention Forum* (Illinois Prevention Resource Center), January, 1988, 6-12.

Bernard, Bonnie. The Case for Peers. *Northwest Regional Educational Laboratory,* 1990, 1-9.

Tobler, Nancy. Meta-Analysis of 143 Adolescent Drug Prevention Programs: quantitative outcome results of program participants compared to a control or comparison group. *Journal of Drug Issues,* 16 (4), 1986, 537-567.

THE EFFICACY OF PEER LEADERS IN DRUG ABUSE PREVENTION

OVERVIEW OF THE RESEARCH

The efficacy of peer leaders in drug abuse prevention. *Journal of School Health*. Vol. 56, No. 9, November 1986, pp. 407-411.

ABSTRACT; The results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates. The authors conclude that peer leadership can be an effective vehicle for drug abuse prevention among adolescents.

Peer educators have been selected and trained to modify environmental, personality, and behavioral factors to deter drug abuse, based primarily on psychosocial conceptualization. At the environment level, peer educators serve as potent role models by demonstrating nonuse, by creating a norm that drug use is deviant rather than acceptable, and by providing alternatives to drug use. At the personality level, peer educators reinforce the importance of social responsibility and the value of health to weaken the importance of drug use. At the behavior level, peer educators teach social skills to resist pressure to use or try drugs and also help students identify and practice health-enhancing alternatives to drug use. The role of the peer educator is to serve as a positive role model and to provide social information rather than merely providing facts. For this reason, and because most programs have attempted to identify students who exhibit leadership qualities, peer educators in drug abuse prevention programs are most often referred to as peer leaders.

Compared to programs in which the teacher alone manages the classroom, peer leaders enhance the program's applicability by modeling appropriate behaviors outside the school setting where experimentation with drugs is more likely to occur. Peer leaders have greater credibility regarding social information than teachers. while teachers are more credible sources of factual information. Because peer leaders posses fewer preconceived notions than teachers about how to teach in a classroom setting, peer leaders may be easier to train to conduct more experiential educational programs aimed at changing behavior. Peer leadership gives students positive opportunities to be responsible to themselves and others by being actively involved in the teaching process.

EFFICACY OF PEER-LED PROGRAMS

Overall, the results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates.

SUBSTANCE ABUSE PROGRAMS

Substance Abuse Prevention
Recent Developments and Future Directions

Journal of School Health. Vol. 56, No. 9, November 1986, pp. 369-374. Copyright, 1989. American School Health Association, P.O. Box 708, Kent, OH 44240. Reprinted with permission.

Gilbert J. Botvin, PhD, Associate Professor and Director, Laboratory of Health Behavior Research, Cornell University Medical College, New York, NY 10021

ABSTRACT: Substance abuse continues to be one of the most serious problems facing communities throughout the United States. Existing school-based prevention programs have produced disappointing results when carefully evaluated. However, promising research has been conducted during the past eight years with two new prevention models that focus on the psychosocial factors believed to promote substance abuse. One, the social influence model, is designed to increase adolescents' ability to resist social influences to smoke, drink, or use drugs. The other model, though also designed to increase adolescents' resistance to pro-substance use social influences, focuses primary attention on the development of an array of cognitive-behavioral personal and social skills. More than 20 research studies testing programs based on these two prevention models have demonstrated significant reductions in substance use.

Traditional substance abuse prevention approaches have produced disappointing results. These newer "psychosocial" approaches to substance abuse prevention differ from more traditional prevention strategies in that they are based on a more complete understanding of the fundamental causes of tobacco, alcohol, and drug use/abuse. The approaches are grounded in psychosocial theory and utilize well tested cognitive-behavior change techniques. Perhaps most important, the programs have been subjected to careful evaluation using increasingly rigorous research designs.

SOCIAL INFLUENCE APPROACHES

The development of smoking prevention strategies that focus on the social influences promoting cigarette smoking is based on the recognition that peer and family influences consistently play important roles in smoking initiation. Though not yet established empirically, media influences also appear to play an important role in influencing adolescents to begin smoking cigarettes. In general, the social influence approach to smoking prevention involves: 1) making students aware of the social influences to smoke that they might be exposed to; 2) teaching specific skills, such as refusal skills, with which to resist those influences; and 3) correcting misperceptions of social norms about smoking, such as making students aware of the fact that most adults and adolescents do not smoke.

Two distinctive features of the expanded approaches are the use of peer leaders (either older or same-age) to deliver some or all the program and the use of role playing and social reinforcement techniques for teaching students skills for resisting offers to smoke cigarettes. All studies using a social influence approach demonstrated significant reductions in smoking behavior. The results reported generally range from reductions of 33% to 39% in the proportion of individuals beginning to smoke comparing the proportion of new smokers in the experimental group with that of the control group.

In addition to evaluating the effectiveness of the prevention program for all students participating in the study, several social predictors of cigarette smoking, such as peer smoking, parent smoking, and sibling smoking, were used to determine the impact of the program on students identified as most likely to become cigarette smokers. In this case, the prevention program was found to be even more effective for students identified as being at high "social risk" for becoming a cigarette smoker than for other students in the sample, producing an 85% reduction in the proportion of nonsmokers becoming experimental smokers and a 100% reduction in the proportion becoming regular smokers.

It is generally is assumed that peer leaders play an important role in the social influence approaches. Indeed, using same-age or older peer leaders is a feature evident in nearly all the social influence approaches. In general, evidence supports the use of peer leaders for this type of prevention strategy.

PERSONAL AND SOCIAL SKILLS TRAINING APPROACHES

The primary distinguishing feature of these approaches is that they typically include two or more of these components: 1) general problem-solving and decision-making skills such as brainstorming and systematic decision-making techniques; 2) general cognitive skills for resisting interpersonal or media influences such as identifying persuasive and advertising appeals and formulating counter arguments; 3) skills for increasing self-control and self-esteem such as self-instruction, self-reinforcement, goal setting, and principles of self-change; 4) adaptive coping strategies for relieving stress and anxiety through cognitive coping skills or behavioral relaxation techniques; 5) general interpersonal skills such as initiating social interactions, complimenting, and conversational skills; and 6) general assertive skills such as making requests, saying "no", and expressing feelings and opinions. These skills are taught using a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal (practice during class), and extended practice through behavioral "homework" assignments.

More than 20 research studies testing programs based on these two prevention models have demonstrate significant reduction in substance use (typically cigarette smoking). In general, the personal and social skills training programs appear to produce greater reductions in substance use than the social influence programs with the largest effects produced by programs combining components from both approaches.

Summary Of

"The Case for Peers"

By

Bonnie Benard

December 1990

Introduction

A year ago I wrote an article for the Illinois Prevention Resource Center's *Prevention Forum* Newsletter which addressed the critical need for the prevention and education fields to change the framework from which they often view youth, to see children and youth not as problems which need to be fixed but as resources who can contribute to their families, schools and communities (Benard, January, 1990). In that article I discussed a powerful strategy for providing youth the opportunity to be useful contributing members of their communities- youth service. I still believe youth service programs at the middle, junior, and high school level can play a major role in reducing the alienation many youth feel from their families, schools and communities, a disconnectedness that often manifests in the social problems of alcohol/drug abuse, teen preganancy, and dropping out of school. However, what has become increasingly clear to me this last year is the need for children to experience themselves as resources from *early childhood on.* This means " youth service" must be a concept we infuse throughout our schools from the preschool level forward; "youth service" should not be another program or course tacked on to an already overfull curriculum. The chances that a semester of youth service will instill in an already alienated adolescent a sense of personal worth and value-after experiencing years of treatment as a "problem"- are slim.

What I am advocating in stating that the concept of youth service must be infused throughout our schools is none other than the adoption of a *peer resource* model of education in which schools and classrooms are restructured so that youth-from early childhood through late adolescence-are provided ongoing, continuous opportunities to be *resources to each other.* While I have referred to peer programs in the past (Benard, January 1988) as the "lodestone to to prevention, " based on their effectiveness in reducing the rate of substance use in adolesence, the rational for a peer resource model of education is so multifaceted and grounded in research evidence for the effectiveness of peer resource programs on youth's academic and social development is so compelling, I felt that a summary of these various bodies of reasearch supporting peer resource strategies should contribute to the prevention field's mission of working to create supportive environments that empower individuals to make healthy, positive decisions and to achieve their human potential.

The Rationales for Peer Resource Programming

I. Importance of peer relationships in social development

According to several child development researchers, in the United States social science research has focused almost exclusively on adult-child interaction-especially the parent-child relationship-as the critical vehicle for the socialization of children and youth (Berndt and Ladd, 1989; Johnson and Johnson, 1983; Damon and Phelps, 1989; Rubin,1990).

The following are a number of the ways in which, according to research, peer relationships contribute to a child's social and cognitive development and socialization:

1) Peer interactions are another *arena*-besides family, school, and community-

which provides support, opportunities and models for prosocial development.

2) Peer interactions, compared to interactions with adults, tend to be more frequent, intense, and diverse.

3) According to the Segals-and a Piagetian position as well-peers are especially critical in the development of internalized *moral standards.*

4) Through reciprocal peer interactions children learn to share, to help, to comfort, and emphasize with others. According to Piaget and other developmental psychologist, empathy (or perspective-taking) is one of the most critical competencies for cognitive and social development (Attili, 1990).

5) Through peer interaction children learn critical *social skills* such as impulse control, communication, creative and critical thinking, and relationship or friendship skills. In fact, the failure to develop social and relationship skills is a powerful, well-proven early predictor of later substance abuse, deliquency, and mental health problems (Kellam et al, 1982). Conversely, a huge body of research supports social competence as a predictor of life success (Attili, 1990).

6) Peer relationships have a strong influence on achievement (Ladd, 1990;Taylor, 1989; Dishion, 1990).

7) Lastly, peer interactions are powerful influences on a child's development of identity and autonomy (Bukowski and Hoza, 1989).

II. Importance of social support to positive outcomes

Besides the critical importance that child development research has identified that peer interactions play in social and cognitive development, in the fields of community psychology, social anthropology, and sociology we have a huge body of reasearch documenting the powerful effect social support has on physical, cognitive, and social outcomes. Beginning with Cassel's work in 1974 claiming that, "People can become physically, mentally, or socially debilitated if they do not receive or perceive signs from significant others that make them feel safe and valued, "hundreds of studies have examined the nature of this concept(Wasserman, 1988,p.7). Futhermore, Cassel and others since contend that the nature and strengths of available group supports-especially the mutuality and reciprocity involved-can be protective of health and mental health as well as serving as a "buffer" for those experiencing stressful life events or situations--low birth weight, death, divorce, illness, unemployment, family alcoholism, depression, school transition, etc. (Dubow and Tisak, 1989; Felner et al, 1982; Fenzel and Blyth, 1986; Sandler, 1980; Sandler et al, 1985) Certainly the protective factor research of Emmy Werner and others has clearly identified social support as critical in positive outcomes for youth (1982).

III. The failure of adult society to provide social capital for youth

A rationale emanating from the importance of peer social support in development is that for a growing number of youth in our society, support from peers may be the only social support they get! Increasingly, as James Colemen and others have documented, changes in family and community life since World War II have resulted in a loss of "social capital" for children--"the norms, the social networks and the relationships between adults and children that are of value for the child's growing up" (1987,p. 36). While it's vitally important that we work on social policy changes to help build linkages between children and youth and adults (child care, family leave, family support, health care, etc.), it's also increasingly clear federal and state policy changes ensuring that families and children have access to housing, education, employment, health care, and child care opportunities will not be soon in coming.

IV. Gives every youth the opportunity to help

Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper andhelpee role (Riessman, 1990). In fact, most studies find the *tutor* receives the most gains! Diane Hedin's review of students as teachers summarized the literature as "replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students." She describes this phenomenon as follows: " The experience of being needed, valued and respected by another person produced a new view of self as a worthwhile human being"(1987,p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for "at-risk" youth is changing how they perceive themselves (1988). Programs that label youth "at-risk," etc. only futher stigmatize and discourage positive outcomes.

The critical importance of all youth (and all people!) having the *opportunity to participate in meaningful roles* has been documented again and again in research (see Benard, January 1990 for a discussion of this point) and is considered by some researchers as perhaps the most important protective factor in preventing social problems like substance abuse, teen pregnancy, and deliquency (Rutter, 1979).

V. Satisfies basic human psychological needs

According to William Glasser, peer resource programs work because they satisfy our four basic human psychological needs to belong and love, to gain power, to be free, and to have fun (1986). Our discussion of social support and of participation really addresses the needs of belonging and having power. The need to be free, that is to be allowed and encouraged to make decisions and solve problems and to have some control over one's life, is essential to the development of identity and autonomy. Not only do peer programs meet these first three needs, process evaluations consistently find that youth enjoy their involvement in peer programs and find they are fun! (Kohler and Strain, 1990; Greenwood, 1989).

VI. Opportunity to develop collaboration/conflict resolution skills

I've written extensively about the necessity for collaborative communitywide prevention efforts if we are to create supportive, nurturing environments that will, in turn, discourage alcohol and drug abuse and other interrelated social problems (see Bernard, October 1989). No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decisionmaking, and conflict resolution in a climate of mutual helping and respect. According to Morton Deutsch, the seminal researcher into conflict resolution and the mentor of David Johnson, "In recent years, it has been increasingly recognized that our schools have to change in basic ways if we are to educate children [beyond hate] so that they are *for* rather than *against* one another, so that they develop the ability to resolve their conflicts constructively rather than destructively, so that they are prepared to live in a peaceful world" (1989, p. 1).

VII. Promotes acceptance and respect for diversity

Evaluations of peer-tutoring, cooperative-learning, and peer-initiation (peers initiate social interaction with a withdrawn child) programs consistently identify significant increases in social interaction, acceptance, and liking between heterogeneous peers, especially between physically and/or mentally handicapped or socially withdrawn and non-handicapped peers (Johnson and Johnson, 1986; Strain, 1985; Mesch et al 1986; Sainato et al, 1986; Maheady et al, 1988) and between white and non-white peers (Rooney-Rebeck and Jason, 1986; Slavin and Oickle, 1981). According to Oakes and Goodlad, "Perhaps nowhere else in schooling are the negative, prejudicial consequences for access to knowledge so clear and so severe" as in the practice of tracking (1988, p. 18).

VIII. Promotes academic achievement

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the *hundreds* of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson et al 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo et al, 1989; Greenwood et al 1989). Futhermore, according to a Stanford University study, peer tutoring is consistently more cost-*effective* than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1988, p. 152).

Although the academic gains made by students in cooperative classrooms certainly provide rationale enough for adopting this approach, for preventionists and others concerned with the overall health and well-being of children and youth and the prevention of the interrelated social problems like alcohol and drug abuse, teen pregnancy, and delinquency, as well as school failure, the nonacademic benefits found in evaluations of cooperative learning approaches are even more significant--more positive student attitudes towards school, towards their classmates, and toward themselves (Graves, March 1990; Wright and Cowen, 1985; Johnson and Johnson, 1983).

IX. Reduces alcohol and drug use among youth

Saving the most obvious rationale for last, two recent independent meta-analyses (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies each, found that "peer programs are dramatically more effective than all the other programs," even at the lowest levels of intensity (hours spent in prevention programming) (Tobler, 1986, p.555). According to Bangert-Drowns, when intensity was higher, the peer program effects were even more pronounced (1988).

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Sue Harrison

Dee Dalton

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ABOUT THE AUTHORS

PATRICIA EPPS began specializing in drug and alcohol prevention when she attended School Team Training for the United States Department's Regional Training Center in 1985. The following year she served on the training staff. While a teacher in the Paradise Valley Unified School District in Phoenix, Arizona, Ms. Epps coordinated and designed a prevention curriculum program for a middle school which received the White House Recognition Award and was the only middle school in the United States to be listed in the U.S. Department of Education's booklet "Schools Without Drugs." Ms. Epps served as Prevention Coordinator for the Paradise Valley Unified School District in Phoenix, Arizona. Pat is one of the original developers of CHAMPS, a positive peer leadership program which targets fifth through eighth graders, CHAMPS II for high school youth, CHAMPS HIV/AIDS Prevention Program, and most recently, the Tobacco Prevention Peer Program. Ms. Epps conducts training for teachers and students across the country, specializing in school staff retreats and district School Team Training events. Pat has taught at the elementary, middle and high school levels. She holds a life-time teaching credential from the State of California and has done extensive work in curriculum development and programs for high risk youth. Pat holds a Bachelor of Arts Degree with an Education major from San Jose State University and has done Graduate work at Ottawa University.

ALISON VALLENARI has spent 20 years specializing in drug and alcohol abuse prevention and education. She has served as the Director of Training for the United States Department of Education's Southwest Regional Training Center in "The School Team Approach." Prior to that, Ms. Vallenari consulted throughout the Southwest Region, and the Midwest Region since 1975. Ms. Vallenari has served as Training Director for School Team Training Cycles throughout the country, and has provided technical assistance to over 100,000 school and community personnel in some 500 school districts across the nation. She is the former Director of Counseling for Pre-Hab of Mesa, a community drug treatment agency having conducted prevention support groups in the schools. Alison has taught high school social studies and directed her own private counseling practice. Ms. Vallenari has become a nationally known specialist in Peer Leadership programs, having developed and conducted hundreds of elementary school, middle school and high school peer programs. She is also an original developer of the CHAMPS Peer Leadership Program, CHAMPS II, for high school youth, CHAMPS HIV/AIDS Prevention Program, and most recently, the Tobacco Prevention Peer Program. Alison has a Bachelor's Degree in History Education, a Master's Degree in Secondary Education and a Master's Degree in Counseling Psychology.

SECTION II

THE KIT:

What You Have

&

How To Use It

THE TOBACCO PREVENTION TEAM

While one motivated coordinator can do a great job, CHAMPS suggests that schools identify a team of 3-5 people to coordinate the tobacco prevention program, hereafter called the Tobacco Prevention Team. The responsibilities of the Tobacco Prevention Team are threefold:

- **With the Team**
- **With the Staff and Parents**
- **With the Students**

With The Team

1. Understand the logistics of CHAMPS Tobacco Peer Leadership Program.
   (See the Logistics Steps You Need To Know. Section I, Page 2)

2. Familiarize themselves with the value of a peer leadership approach to education.
   (See The Methodology: A Peer Approach At Its Best, Section IV)

3. Become informed about current tobacco information.
   (See Tobacco Orientation Information. Section VII)

With The Staff & Parents

4. Conduct Staff/Parent In-service
   (See Tobacco Orientation Information and In-service Overhead Masters & Script . Section VII)

5. Select grade levels for which each Prevention Team Member will take responsibility.

   Suggestion: K= 4th grade
   1 = 5th grade
   2-3 = 6th grade

With The Students

6. Work as a Prevention Team to conduct 4th, 5th, and 6th grade CHAMPS Tobacco Training.

7. Work with selected puppeteers to polish the show for your grade level (practice at your convenience 2-3 times for 15-20 minutes each).

8. Make arrangements with K-3 grade teachers for their puppet shows and the 4-6 grade teachers for their classroom materials. Provide each K-3 teacher with a copy of the script for their grade.

9. Present Shows and Have Fun!

10. Evaluate (See Section VII)

THE PUPPETS

The three Tobacco Prevention Puppets, Guy N. Halen, Ashley Burns and Zippo are specially designed for CHAMPS to be used by children. They are produced by Puppet Productions, makers of the finest professional hand puppets in the United States, including the popular McGruff Crime Dog. Guy and Ashley are thirteen inches high and Zippo is eighteen inches high. They are easily operated and with some practice can look quite professional.

They are best stored in a cool, dry place. Often they are kept clean best by placing them in plastic bags before storing and requiring children to wash their hands before each use.

Displaying Guy, Ashley and Zippo in the office, classroom, PTA meeting or Open House reinforces the student concepts and delivers an important message to staff and parents. The puppets are attractively displayed in a variety of ways including simple dowel rods drilled into a 7" square piece of wood. (Partially filled sipper bottles work well, too.) These materials are inexpensively and conveniently found at local craft or hardware shops. One additional tip for display. It is helpful to partially close the puppets mouths by inserting a spring clothespin inside.

For those schools utilizing CHAMPS HIV/AIDS puppets, Harvey, Iva and Victor are easily transformed into their tobacco roles with the addition of Guy's glasses, Ashley's baseball cap, and Zippo's bandana. (See Puppet Transformation, this section.)

THE VIDEO TAPE

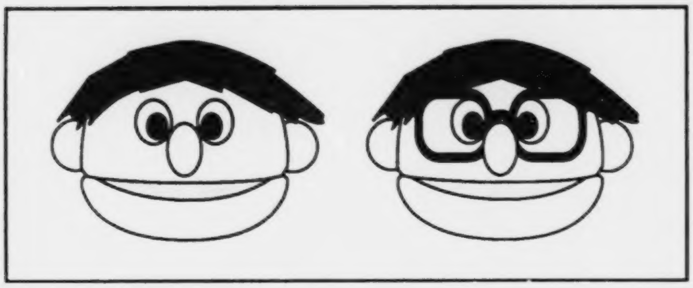
The CHAMPS Puppetry Videotape provides you with an overview of the puppetry training. It should be shown to any interested groups to clarify the puppetry method. It should definitely be shown to the selected CHAMPS Puppeteers to begin their Puppetry Training. Staff members and parents may also find the video tape to be enlightening and fun.

THE TAPES

The four audio cassette tapes are each 5-8 minutes long. They include introductory and conclusionary music, scripts and original songs for each grade K-3. They can be played on any good cassette player and we suggest that you test for audibility prior to any training or performance.

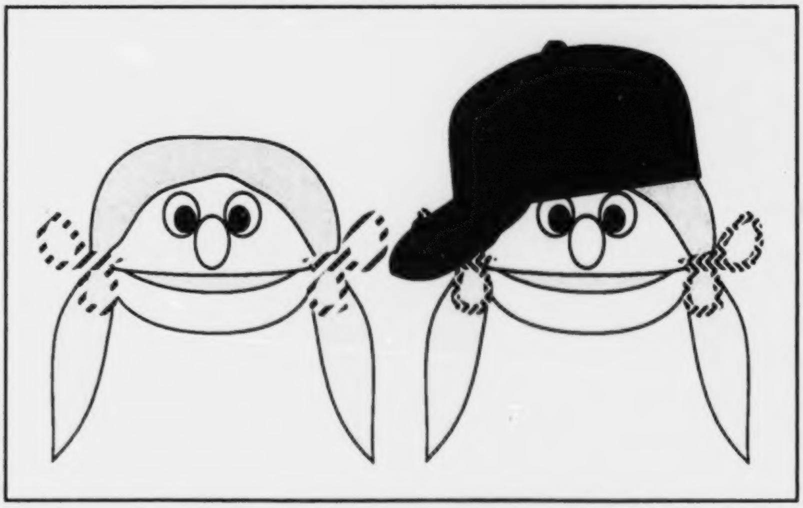
PUPPET TRANSFORMATION

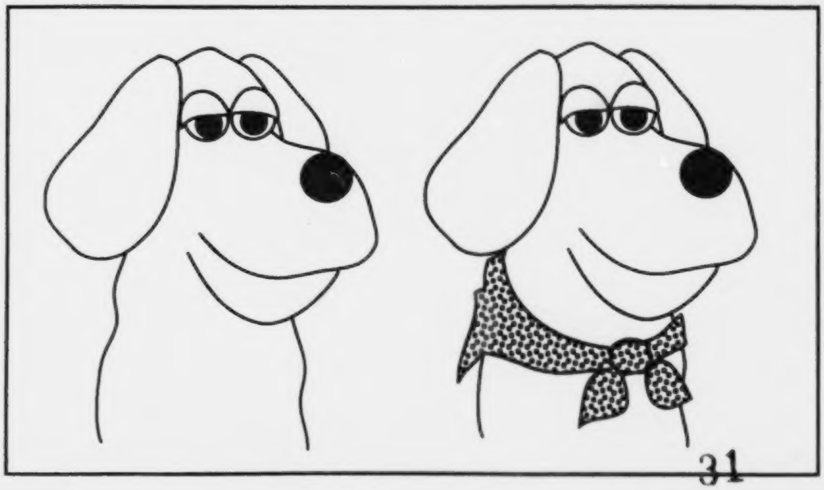
If you are actively using both the HIV/AIDS and TOBACCO peer leadership programs in your locality, you may wish to take a few simple steps to keep the individual characters from each set distinct. Although, you will have no difficulty in using the puppets just as they are, modifying them slightly when they portray different roles is something you may find helpful. Below are a few very simple suggestions for transforming your characters from Harvey, Iva and Victor into Guy, Ashley, and Zippo.



To transform Harvey into Guy:
Purchase a pair of children's sunglasses (avoiding neon colors) and remove the lenses from them. Secure these to Guy's head by running a rubber band around the back of his head and connecting the ends to the ear pieces of the glasses. Then, brush his hair over the rubber band to make it invisible to the audience. Changing his hair style (hair spray will hold it in place) will also help to modify his character.

To transform Iva into Ashley:
Purchase a child-sized baseball cap. Secure this to Ashley's head with straight pins. Changing her hair ribbons is also recommended to complete the transformation.





To transform Victor into Zippo:
Purchase a bandanna of a style which is not likely to be connected to or confused with gang colors. We suggest something with stars and strips, multicolor polka dots, etc. Tie this loosely around Zippo's neck. Secure with straight pins.

THE TOBACCO MANUAL

The CHAMPS Tobacco Manual is designed to be quickly and easily read with supplemental materials for extra tobacco information in the back. Everything you should need to know is included in the written materials, although if questions do arise, they can be directed to CHAMPS Peer Leadership at (602) 991-9110.

You may duplicate without written permission the following items:

1. All overhead transparencies for Staff/Parent In-service.
2. Copies of grade level scripts for teachers, parents, or puppeteers.
3. Copies of lessons and activities.
4. Any other individual items as hand-outs for staff, parents or students.

Extra manuals can be purchased, at your request, from CHAMPS at the above address. A complete list of CHAMPS products and prices is available in Section VIII.

SHORT STANDING PUPPET STAGE

Assembly Instructions

Tools needed for assembly:
none
Tools needed for optional joint pin additions:
drill with 1/8" bit
wire cutters
file

PARTS LIST

- 4 legs @ 54" (blue)
- 2 sides @ 14" (green)
- 2 side runners @ 14" (green)
- 1 front cross member @ 42" (red)
- 1 front runner @ 42" (red)
- 4 joint assemblies
- 4 90° joints

All lengths of pipe have been color coded to simplify assembly.

CURTAINS

- 1 curtain (royal blue) - 15' x 5' 4"

© 1990 puppet productions
p.o. box 1066
desoto, tx 75123-1066

STEP 1 - *INVENTORY*

Check to be sure you have received all parts to your Standing Puppet Stage. Match each part with its corresponding description on page 1.

STEP 2 - *LAYOUT*

Begin assembly by laying out parts on the floor near their approximate finished positions (see illustration A).

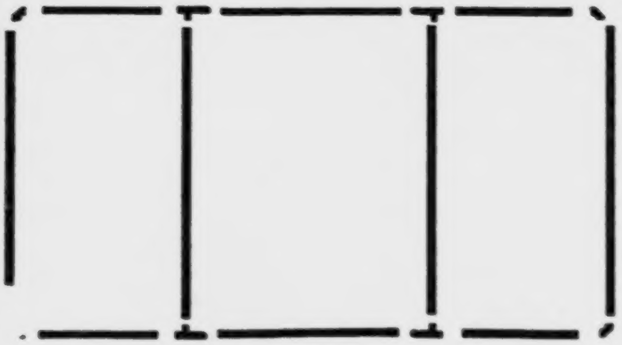


Illustration A

STEP 3 - *ASSEMBLY*

Assemble the stage frame as shown in illustration B. Be sure to press all parts together completely. HINT: Twisting the pipe as you insert it into joints and joint assemblies will help get the job done with less effort.

STEP 4 - *CURTAIN*

Putting the curtain on your stage frame is as simple as threading the pipe through the large hem in the top of the curtain.

The curtain will be suspended from the three horizontal pipes which make up the upper stage area. While still joined together, remove these three pipes from the stage legs and thread the curtain onto the assembly with the fuzzy side of the fabric out. At two locations in the top hem, there will be an opening. You will find these openings at approximately 6 feet from either end of the curtain. Line up the hem openings with the down opening of each joint assembly, and replace the horizontal pipes on the stage legs. Be sure the legs are on the *inside* of the curtain.

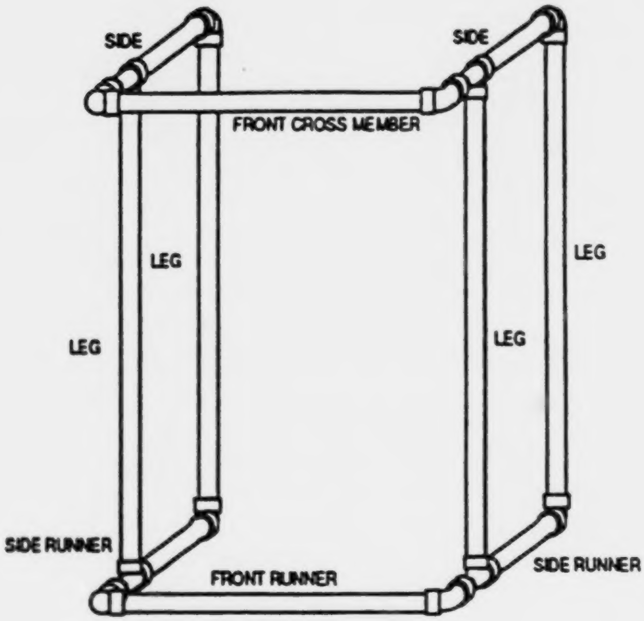


Illustration B

Your Standing Puppet Stage is now assembled. For best results, take a few minutes to even out the draping of the curtains. Remember, your stage is what your audience sees first - make sure it looks nice.

NOTE: Due to the inconsistencies of the plastic used in making your stage frame, some stages may have a tendency to come apart at the joints. There are two ways of correcting this problem. PVC pipe glue is readily available at hardware or building supply stores, and is an effective adhesive. In addition, you may want to:

OPTION #1 - *TAPE JOINTS*

The simplest method of dealing with a stage that continually pops loose at the joints is to tape the joints. To do this, wrap wide masking tape around the the joint *and* the pipe (which is inserted into the joint) at the point where the two pieces overlap. This should be done before threading the curatin onto the frame. Remember to remove the tape before disassembling the stage.

OPTION #2 - *STAGE PINS*

A more permanent method of keeping your stage together, is the addition of pins to strategic joints. Simply put, a hole is drilled through the the joint *and* the pipe (which is inserted into the joint) at the point where the two pieces overlap. Then, a nail is dropped (vertically) into the hole and all the way through both the joint and the pipe (see illustration C). This "pins" the two pieces together in a temporary but quite secure manner. The pin can be easily removed to facilitate transportation of the stage. If you have not glued your stage, we suggest pinning each end of each horizontal joint. If you have glued your stage, pin only the points where glue has not been utilized.

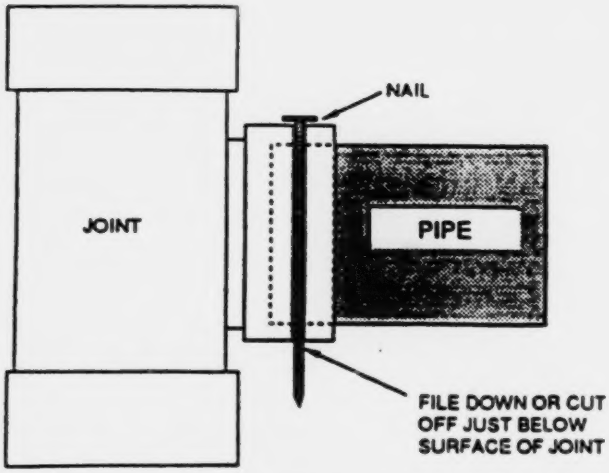


Illustration C

SECTION III

THE NEED:

Elementary Tobacco

Prevention is a Must!

NEED FOR TOBACCO PREVENTION EDUCATION

Every day more than 3,000 adolescents in the United States will try tobacco for the first time. During their lifetime we can expect that of these 3,000 young people, approximately 20 will be murdered, 30 will die in traffic accidents, and nearly 750 will be killed by a smoking related disease.

Smoking kills more Americans each year than alcohol, cocaine, crack, heroin, homicide, suicide, car accidents, fires and AIDS combined. Recent studies have indicated that high school dropouts have excessively high smoking rates, as much as 75 percent.

In 1989 the Surgeon General's report stated: "The public health community should pay at least as much attention to the prevention of smoking among young people as it now pays to smoking cessation among adults. Comprehensive school health education, incorporating tobacco use prevention, should be provided in every school throughout the country."

In order for true prevention to take place, we must try to reach young people with a DO NOT SMOKE message before they make a decision to use tobacco. In order to achieve this goal, we must reach them at the elementary level. In order for the message to be taken seriously, we must use a peer approach.

HOW TO TEACH TOBACCO PREVENTION IN THE PRIMARY GRADES

Child development professionals agree that children learn health-promoting behaviors best if they are taught within the context of a K-12 comprehensive health education program. To be effective, information about tobacco products and prevention must be repeated over a span of time. Considering the consequences of tobacco use, and the knowledge that the diseases associated with tobacco use are preventable, we maximize our chances of being effective by beginning in the elementary grades.

Tobacco is a gateway drug that can often lead to illegal drug use. It is important that young children get the "No Smoking Message" early, and even more importantly, that the message come from their older peers. Peer pressure is the major factor involved in bringing about tobacco use among youth and can be a powerful, positive force for prevention.

TOBACCO AND THE LAW

It is important to know and understand the laws and ordinances of your state and city as they relate to Tobacco products and minors.

Following is a copy of the Arizona Revised Statute regarding tobacco and minors.

S 13-3622. Furnishing of tobacco to minor; minor accepting or receiving tobacco; classification

A person who knowingly sells, gives or furnishes cigars, cigarettes or cigarette papers, smoking or chewing tobacco, to a minor, and a minor who buys, or has in his possession or knowingly accepts or receives from any person, cigars, cigarettes or cigarette papers, smoking or chewing tobacco of any kind, is guilty of a petty offense.

Formerly S 13-844. Renumbered as S 13-3622 by Laws 1977, Ch. 142, S 99, eff. Oct. 1, 1978. Amended by Laws 1978, Ch. 201, S 237.

Historical Note

Sources:

Pen.Code 1901, 99 272, 273.
Laws 1905, Ch. 36, S 1.
Pen.Code 1913, SS 299, 300.
Laws 1917, Ch. 9.
Laws 1921, Ch. 63, S 1.
Rev.Code 1928, S 4659
Code 1939, S 43-4003
A.R.S. former S 13-844.

The 1978 amendment inserted "knowingly" preceding "sells," and substituted "petty offense" for "a misdemeanor punishable by a fine of not less than ten nor more than one hundred dollars."

Cross Reference

Contributing to delinquency and dependency of child, see S 13-3613 et seq.

Arizona Legislative Council, Phoenix, Arizona

To get current information on statutes in your state, contact your Attorney General's Office.

For help nationally contact:

The Legislative Clearinghouse
Tobacco Free America
1150 Connecticut Avenue N.W. #820
Washing D.C. 20036
(202) 452-1184

SAMPLE PARENTAL NOTIFICATION LETTER

Dear Parent or Guardian:

We would like to invite you to attend a Parent In-service on our Tobacco Prevention Peer Puppet Program. We know you will enjoy the presentation as well as the puppet show.

The meeting(s) will be held on ____________ (day of week), ______________ (month, day, and year), from ______________ (time) to ______________ at ____________________________________ (place) to provide parents with an opportunity to preview the Tobacco Prevention Peer Puppet Program. All instructional materials will be available for your inspection.

We look forward to seeing you and discussing this important topic with you.

Sincerely,

(School Principal or District Superintendent)

HARD FACTS ABOUT TOBACCO AND YOUNG PEOPLE

WHY IT'S SERIOUS

- Smoking is the #1 *preventable* cause of death in the nation.
- Every 13 seconds, someone in the world dies from a tobacco-related illness.
- More people die from cigarette smoking and related illness than die from alcohol, traffic accidents, illicit drugs, murder and suicide combined.
- Cigarette smoking is responsible for one out of every five American deaths.
- Tobacco kills nearly 435,000 Americans each year. Cocaine kills no more than 1,000.
- If three jumbo jets crashed every day of the year in America with no survivors, then about 390,000 would die in these crashes, the same number of people who died as a result of cigarette smoking in 1985.
- Of the 3,000 children who smoke their first cigarette, 23 will be murdered, 30 will die in traffic accidents, and nearly 750 will be killed by smoking related diseases.
- Short term effects of smoking are: rapid heart beat; increased pulse rate; bad breath; stained teeth; shortness of breath; smelly clothes and hair; reduced circulation, causing cold hands and feet; increased coughing and wheezing; allergy flare-ups; more colds, flu and pneumonia; and decreased sense of taste and smell.

WHY IT'S IMPORTANT TO INFORM YOUNG PEOPLE

- More than 40 percent of American teenagers, aged 12-17, have experimented with tobacco, while only 1 in 30 has sampled cocaine.
- Smoking in early adolescence is a red flag. It is a strong predictor of more dangerous behavior in late adolescence; alcohol abuse, sexual promiscuity and reckless driving. The person who experiments with drugs and drinking at 18 is often the same individual who is experimenting with cigarettes at 12.
- Cigarettes have been called a *gateway drug*. In a majority of cases, cigarette smoking precedes use of illicit drugs.
- Among youths surveyed in 1985 who had tried both cigarettes and cocaine, 90 *percent used cigarettes first.*

- Each day more than 3,000 American teenagers start smoking.
- One-third of high school seniors who have ever smoked had their first cigarette by the sixth grade, one-half by the eighth grade.
- Peer influences appear to be the most potent factors in precipitating the onset of smoking. Over 50 percent of adolescents report smoking their first cigarette with a friend, 13 percent were alone, and 7 percent were with a parent.
- The single best predictor of whether a young person will smoke is whether he has a best friend who does.
- Young smokers are concentrated among those who do the worst in school and have the lowest educational aspirations.
- High school dropouts have excessively high smoking rates - as much as 75 percent.
- There are now more female teenage smokers than male.

THE ADDICTIVE ASPECTS OF USING TOBACCO

- The earlier people start smoking, the harder it is to quit when they are older. People who start smoking in their teenage years run the risk of becoming life-long smokers.
- 85 percent of teenagers who smoke two or more cigarettes completely - and overcome the initial discomfort of smoking - will become regular smokers.
- Most adolescents believe they can stop smoking whenever they wish.
- Only 5 percent of high school seniors believed they would still be smoking years after graduation. In fact, 75 percent were still smoking 8 years later.
- Nicotine, which is found in tobacco products, is more addictive than crack or alcohol - One in six who experiment with crack will become addicted; one in ten who experiment with alcohol will be addicted; *nine out of ten who experiment with tobacco will become addicted.*

SECOND HAND SMOKE

- Secondhand smoke is a Class A carcinogen, causing 3800 lung cancer and 12,000 other cancer deaths in the U.S. each year.
- New studies show passive smoke causes ten times as much heart disease as lung disease - making passive smoke or secondhand smoke

the third leading cause of *preventable* death behind active smoking and alcohol.

- There is a 39 percent increase in absenteeism of non-smoking children of *parents who smoke* compared to non-smoking children of parents who do not smoke.

ADVERTISING AND SMOKING

- In 1989, cigarette manufacturers spent over $3.3 billion to advertise and promote tobacco products.
- Cigarette manufacturers use themes and images to emphasize good times and associate youth, vigor and sexual appeal with cigarette smoking.
- Sales of smokeless tobacco have increased 11 percent per year since 1974.

SMOKELESS TOBACCO

- The highest rates of smokeless tobacco use (snuff and chewing tobacco) occur among teenage and young adult men; in 1985, 1.7 million males aged 12-17 used some form of smokeless tobacco.
- Nearly 20 percent of all high school males have used some form of smokeless tobacco.
- Some surveys conducted in many states document use of smokeless tobacco as early as third grade.
- Smokeless tobacco stains teeth an ugly, yellowish-brown color. It wears off the enamel and causes bad breath. After using smokeless tobacco for a few weeks, the user's lips and gum can begin to crack, bleed, wrinkle and develop sores and white spots.

WHAT'S REALLY IN CIGARETTES?

- Cigarette smoke is a collection of over 4000 chemicals.
- Fingernail polish remover, a poisonous gas, a preservative for dead frogs, an insecticide, 401 poisons and 43 known carcinogens (a cancer causing substance) are some of the ingredients in cigarette smoke.
- Nicotine is a deadly poison. Taken in high doses, it can kill. One drop (70mg) will kill an average man within a few minutes. Most cigarettes contain somewhere between .2mg and 2.2 mg. At one time, nicotine was used as an insecticide.
- Cigarette smoke contains cyanide, a deadly poison.

- Cigarette smoke contains formaldehyde, a chemical used to preserve dead frogs for biology class.

- Cigarette smoke contains methanol, a wood alcohol. Taken in sufficient amounts, methanol can cause blindness. It is also used as an additive in or substitute for gasoline.

- Cigarette smoke contains acetone, which is the prime ingredient of fingernail polish remover.

- Cigarettes also contain tar, a conglomeration of the solid particles found in smoke. They combine to form a sticky brown substance that can stain your teeth and clog your lungs.

CAN SCHOOL PROGRAMS REALLY HELP?

- School-based tobacco prevention programs in the U.S. have had consistently positive effects. They have been particularly effective in delaying the onset of tobacco use.

- Training in social skills to recognize and resist peer pressure to smoke shows promise in lowering eventual use.

- Widespread adoption of school-based smoking prevention programs will contribute significantly to the Surgeon General's goal of a smoke-free society in the U.S. by the year 2000.

SECTION IV

THE METHOD:

The

Peer Led

Activities

and

Puppet Scripts

PEER LEADERSHIP ACTIVITIES
How & Why They Work

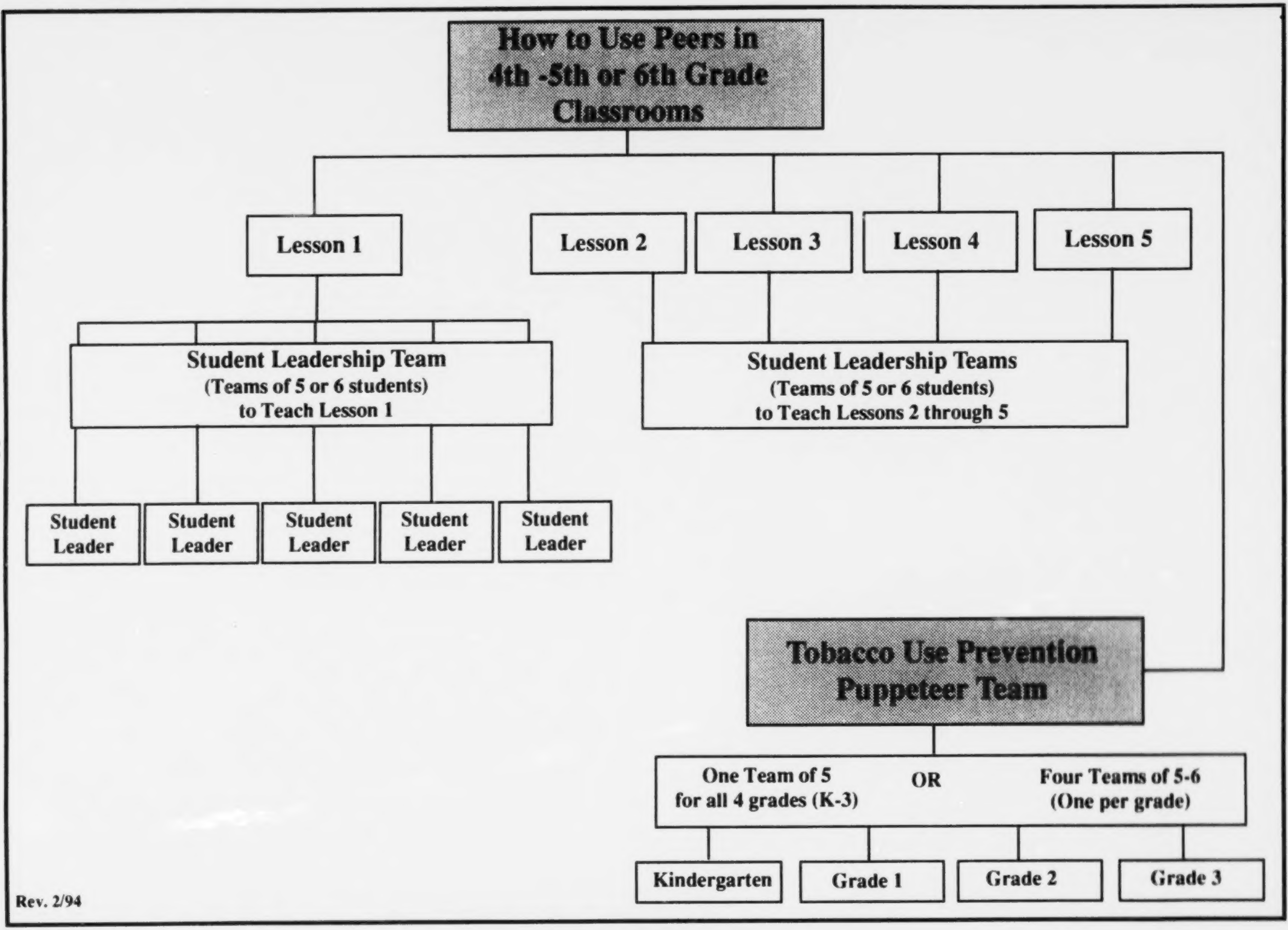
This manual provides a clear-cut and easily implemented curriculum for tobacco prevention through peer led activities. Fourth, fifth, and sixth graders (in elementary schools which include sixth grade) take responsibility for leading activities with their peers and with younger grades. Every fourth, fifth and sixth grader is responsible for conducting a lesson, activity and/or puppet show which is age-appropriate and is integrated into the curricular areas of Science, Health, English, Social Studies, Creative Expression or Mathematics. Student leaders are in teams of four or five, as assigned by the teacher, so that all groups are successful in completing their task. (See Chart 1)

Lessons are conducted on a weekly or bi-weekly basis until their completion. (See Chart 2)

Primary grades participate in the culmination of the program as one team or several teams of CHAMPS Puppeteers perform short presentations for each grade, kindergarten through grade three. (See Chart 3) Each puppet show is followed by activities and a school smoke-out pledge led by the Puppeteer Team(s).

The opportunity to use students in a positively influential position with their peers works because of several key factors:

1. Peers are natural social influences, particularly in determining the social norms by which the group will operate.
2. Student ownership is increased through active involvement, particularly in positions of leadership where they are seen as "The Boss".
3. Younger students look up to older students and form their impressions about their attitudes and behavior through observation.
4. One learns best when one teaches others and is seen as an expert. These lessons are most likely to be integrated and transfer into actual behavior.



How to Use Peers in 4th -5th or 6th Grade Classrooms

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Student Leadership Team
(Teams of 5 or 6 students)
to Teach Lesson 1

Student Leadership Teams
(Teams of 5 or 6 students)
to Teach Lessons 2 through 5

Student Leader

Student Leader

Student Leader

Student Leader

Student Leader

Tobacco Use Prevention Puppeteer Team

One Team of 5
for all 4 grades (K-3)

OR

Four Teams of 5-6
(One per grade)

Kindergarten

Grade 1

Grade 2

Grade 3

Rev. 2/94

BEST COPY AVAILABLE

TOBACCO PREVENTION CURRICULUM
INTERMEDIATE GRADES 4-6

LESSON NUMBER	CURRICULUM FOCUS AREA	TOPIC	GRADE 4	GRADE 5	GRADE 6
1	Health / Science	Smoking Cost to My Body and Others	Smoking's Effects on My Body	Second Hand Smoke's Effects on My Body	Smokeless Tobacco's Effects on My Body
2	Math	Calculating Tobacco Costs	Calcutating How Smoking Can Cost You Friends	Calculating How Much Money Smoking Can Cost You	Calculating How Smoking Can Cost You Your Life
3	Social Studies	Debunking Tobacco Advertising	Debunking "Joe Camel" and Other Characters	Debunking "You've Come a Long Way Baby" and Other Slogans	Debunking "The Marlboro Man" and Other Images
4	Language Arts	Letter Writing Activity Written Expression of Tobacco Knowledge and Attitudes	Letter to Parents	Letters to Legislators	Letters to Tobacco Retailers
5	Creative Expression	Graphic Display of Tobacco Use and its Effects	Posters on Smoking and its Effects	Posters on Second Hand Smoke and its Effects	Posters on Smokeless Tobacco and its Effects

Rev. 2/94

SCRIPTS
AND
ACTIVITIES

(K-3rd Grade)

KEY CONCEPTS
KEY QUESTIONS

KINDERGARTEN	Key Concept:	Tobacco is a Drug
	Key Question:	What Should I Know About Smoking?
FIRST GRADE -	Key Concept:	Tobacco is Habit Forming
	Key Question:	Why do People Smoke and How Can They Stop?
SECOND GRADE -	Key Concept:	Tobacco is Hazardous to One's Health.
	Key Question:	How Does Tobacco Affect Me?
THIRD GRADE -	Key Concept:	Tobacco is Hazardous to Other People's Health
	Key Question:	How Does Second Hand Smoke Affect People?
FOURTH GRADE -	Key Concept:	Tobacco Affects Me, My Friends and My Family
	Key Question:	How Can I Make Good Decisions About Tobacco?
FIFTH GRADE -	Key Concept:	Tobacco Costs and Methods to Make Smoking Less Appealing and Available
	Key Question:	How Can I Influence Others Regarding Tobacco Risks?
SIXTH GRADE -	Key Concept:	Tobacco and Smokeless Tobacco Costs and Methods to Change their Acceptance
	Key Question:	How Can I Contribute to Social Policy Change Regarding Tobacco?

TOBACCO USE PREVENTION CURRICULUM
PRIMARY GRADES K-3

GRADE	KEY MESSAGE	PUPPET SHOW AND ACTIVITIES	PEER LEADERS FROM K-5 SCHOOLS	PEER LEADERS FROM K-6 SCHOOLS
Kindergarten	Tobacco is a Drug	6:24 Minute Show plus CHAMPS Puppet Masks and School Smoke-Out Pledge	Grade 4	Grade 4
First Grade	Tobacco Use is Habit Forming	7:10 Minute Show plus CHAMPS Challenge Activity and School Smoke-Out Pledge	Grade 4	Grade 5
Second Grade	Tobacco Use Damages Your Health	6:15 Minute Show plus CHAMPS Aren't Puzzled Puzzle and School Smoke-Out Pledge	Grade 5	Grade 6
Third Grade	Tobacco Use Affects Others	7:10 Minute Show plus CHAMPS Second Hand Smoke Alert and School Smoke-Out Pledge	Grade 5	Grade 6

Rev. 2/94

KINDERGARTEN

CAST: Guy N. Halen
Ashley Burns
Zippo

(ASHLEY AND GUY ARE PLAYING A PRETENDING GAME. ASHLEY ENTERS AS IF LOOKING FOR SOMEPLACE TO HIDE. GUY FOLLOWS MENACINGLY.)

ASHLEY: *(PRETENDING TO BE AFRAID)* Oh, no! I'm trapped!

GUY: *(MELODRAMATICALLY)* Give up. You can't get away from me. *(LAUGHS EVILLY)*

ASHLEY: What are you going to do to me, Evil Professor Nick O'Teene?

GUY: It's so terrible, I can hardly even say it.

ASHLEY: What is it?

GUY: I'm going to make you. . .er, uh. . .oh! I know. I'm going to talk you into --- starting smoking! *(LAUGHS EVILLY)*

ASHLEY: Ohh *(SHE PRETENDS TO FAINT)*.

ZIPPO: *(ENTERING QUICKLY)* Ashley! Ashley! *(HE TURNS TO GUY)* Okay, Guy. What did you do to her?

ASHLEY: *(STANDS UP)* He's not Guy He's the Evil Professor Nick O'Teene. *(LAYS BACK DOWN)*

ZIPPO: *(LOOK AT GUY)* He is? I thought his name was Guy, Guy N. Halen.

GUY: It is. I'm just pretending to be the Evil Professor Nick O'Teene.

ZIPPO: *(PAUSE)* Oh. Well, listen, whoever you are. What did you do to my friend Ashley?

GUY: Nothing, Zippo. Ashley's fine.

ZIPPO: Oh, yeah? Then why is she laying on the floor like that?

ASHLEY: *(STANDS UP AGAIN)* I'm just pretending, Zippo.

ZIPPO: Pretending?

ASHLEY: Uh-huh.

ZIPPO: Hmmm. It sure looked like you were laying on the floor to me.

GUY: She was.

ZIPPO: *(PAUSE)* I'm getting confused.

ASHLEY: We're playing a game, Zippo. Guy was pretending to be the Evil Professor Nick O'Teene and I was pretending to be his prisoner.

ZIPPO: *(FINALLY GETTING IT)* Ohhhh.

GUY. And I was just about to do a terrible thing to Ashley.

ZIPPO: Eeeeiiiuuu. Was there going to be blood and stuff?

ASHLEY: No.

ZIPPO: Well, were you going to cover her with slimy, squirmy worms?

GUY: Eeiiuu. No.

ZIPPO: Well, what were you going to do?

ASHLEY: He was going to talk me into. . .starting to smoke.

ZIPPO: Start smoking? What's so terrible about that?

GUY: There's lots of things that make smoking terrible.

ASHLEY: Yeah. Besides being smelly and messy, it's really bad for your body.

ZIPPO: It is? But lot's of people smoke.

GUY: I know. They're addicted.

ZIPPO: Addicted? You mean hooked? Like on drugs?

GUY: Uh-huh.

ZIPPO: But cigarettes aren't drugs. . .are they?

ASHLEY: Well, not exactly. But the tobacco they're made from has a drug in it. It's called nicotine.

ZIPPO: Oh. And I already know that all drugs are bad for you.

GUY: Wait a minute, Zippo, All drugs aren't bad.

ASHLEY: That's true. They aren't all bad.

ZIPPO: But, I thought it was bad to take drugs, Ashley.

ASHLEY: Not always, Zippo. Many drugs can be very helpful.

GUY: Yeah. Like the kind your mom or dad gives you when you're sick.

ASHLEY: Or the kind doctors give to people at the hospital. Those kinds of drugs help stop pain or put people to sleep during an operation.

ZIPPO: I don't think I want to talk about being put to sleep.

GUY: That's okay. The important thing is to remember that there are lots of helpful drugs.

ASHLEY: But there are some drugs that are harmful, too. And they're the kind that nobody should ever take at all.

SONG: "Helpful or Harmful"

GUY
Helpful -- some kinds of drugs can help
When you catch a really nasty cold

ASHLEY
To get a cough unwound

ZIPPO
Bring your fever down

GUY
Stoppin" sniffles that are uncontrolled

ASHLEY
Harmful -- some drugs'll mess you up
They're the kind nobody needs at all

ZIPPO
Just really hurt your head

GUY	Even make you dead
ASHLEY	Doesn't matter if you're big or small
ALL	You don't know what damage drugs can do ya Take them only when a doctor or your parents give'em to ya
ZIPPO	Smokers -- are gettin' nicotine It's a drug in ev'ry cigarette
GUY	Before they ever looked
ASHLEY	Ev'ry smoker's hooked
ZIPPO	Makin' quittin' even harder yet
GUY	Listen -- we only want to help What we're singin' bout is really true
ASHLEY	When you are on your own
ZIPPO	Leave the drugs alone
ALL	You'll be healthier and happy, too.

GUY:	In fact, even the helpful drugs can hurt you if you take them when you don't need them.
ASHLEY:	That's called drug abuse and it can be very dangerous.
ZIPPO:	I thought so.
GUY:	Besides, a kid should only use drugs when a doctor or his parents give them to him.

ASHLEY: *(LOOKS SHARPLY AT GUY)* Or her.

GUY: *(SHEEPISHLY)* Y-yeah. Sure. Or her.

ZIPPO: Well, what about the evil professor that's in tobacco?

ASHLEY: What?

GUY: Who?

ZIPPO: You know, that drug you said was in tobacco. Is it a helpful drug or a harmful drug?

GUY: Oh. You mean nicotine.

ZIPPO: Yeah, that's the guy.

ASHLEY: Nicotine is a harmful drug, Zippo. It's the drug that makes people keep smoking after they start.

GUY: And makes it really hard for most smokers to stop smoking.

ZIPPO: Wow. Then, I guess, making Ashley start smoking really would be a terrible thing to do to her.

ASHLEY: It sure would.

ZIPPO: *(SNIFFLING)* You're a really mean boy, Guy.

GUY: What?

ZIPPO: You were going to make Ashley start smoking. *(SNIFFLING)*

GUY: No I wasn't, Zippo. We were just pretending.

ZIPPO:	*(SOBBING)* Poor, Ashley.
ASHLEY:	But, I'm okay, Zippo. I'm not going to start smoking.
ZIPPO:	*(CRIES UNCONTROLLABLY)*
GUY:	Hey, it was all pretend. Honest.
ASHLEY:	Yeah. We were only pretending.
ZIPPO:	*(STOPS CRYING SUDDENLY)* Well, what do you know. So was I. *(RUNS OFF LAUGHING)*
GUY:	What? *(FOLLOWING ZIPPO)* Hey, that was a pretty good trick.
ASHLEY:	*(ALSO FOLLOWING ZIPPO)* You silly dog. Come back here.

KINDERGARTEN

Process Question

These questions are designed to help the classroom teacher to reinforce key messages of the lesson. It is helpful, as in all learning for students, to hear information more than once and for the message to be restated and actively processed several times.

1. Why should you never start smoking?
   - Smelly, messy habit.
   - Bad for your body.
   - It is hard to quit.

2. Are cigarettes drugs?
   - Tobacco has a drug, nicotine, in it.
   - Nicotine is an addictive drug.

3. Are some medicines that contain drugs good for you?
   - Drugs from doctors can help you.
   - Only take medicine that your doctor or parents and family give you.

KINDERGARTEN

CHAMPS
PUPPET MASKS

Choose one of the puppet characters. . .ASHLEY, GUY, or ZIPPO from the following pages. Color and cut out the mask. Punch holes through the dots on the sides and tie yarn through the holes.

The older students who have presented the puppet show can help the Kindergartners with their masks, and teach them the "No Smoking" messages they can give to their class or family.

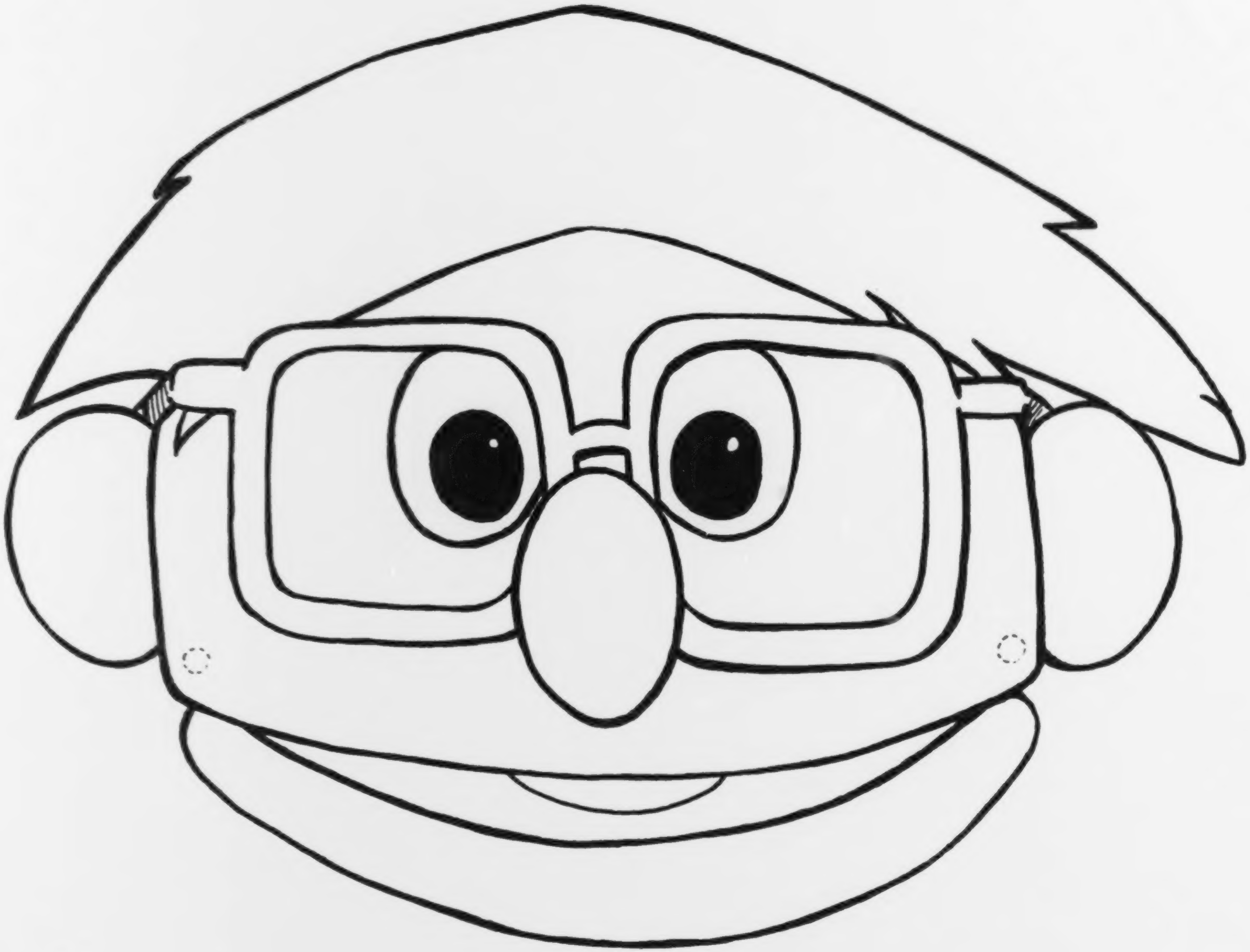
No Smoking Messages: Choose the message for your character and give that message while wearing your mask

- I'm ASHLEY BURNS
  It's plain to see.
  Smoking is not
  For you and me!

- ZIPPO's the name
  Fun is my game.
  Even a dog like me
  Knows to stay smoke free!

- I'll never smoke
  I hate to choke.
  I'd rather you be
  A great "GUY" like me!

63
64



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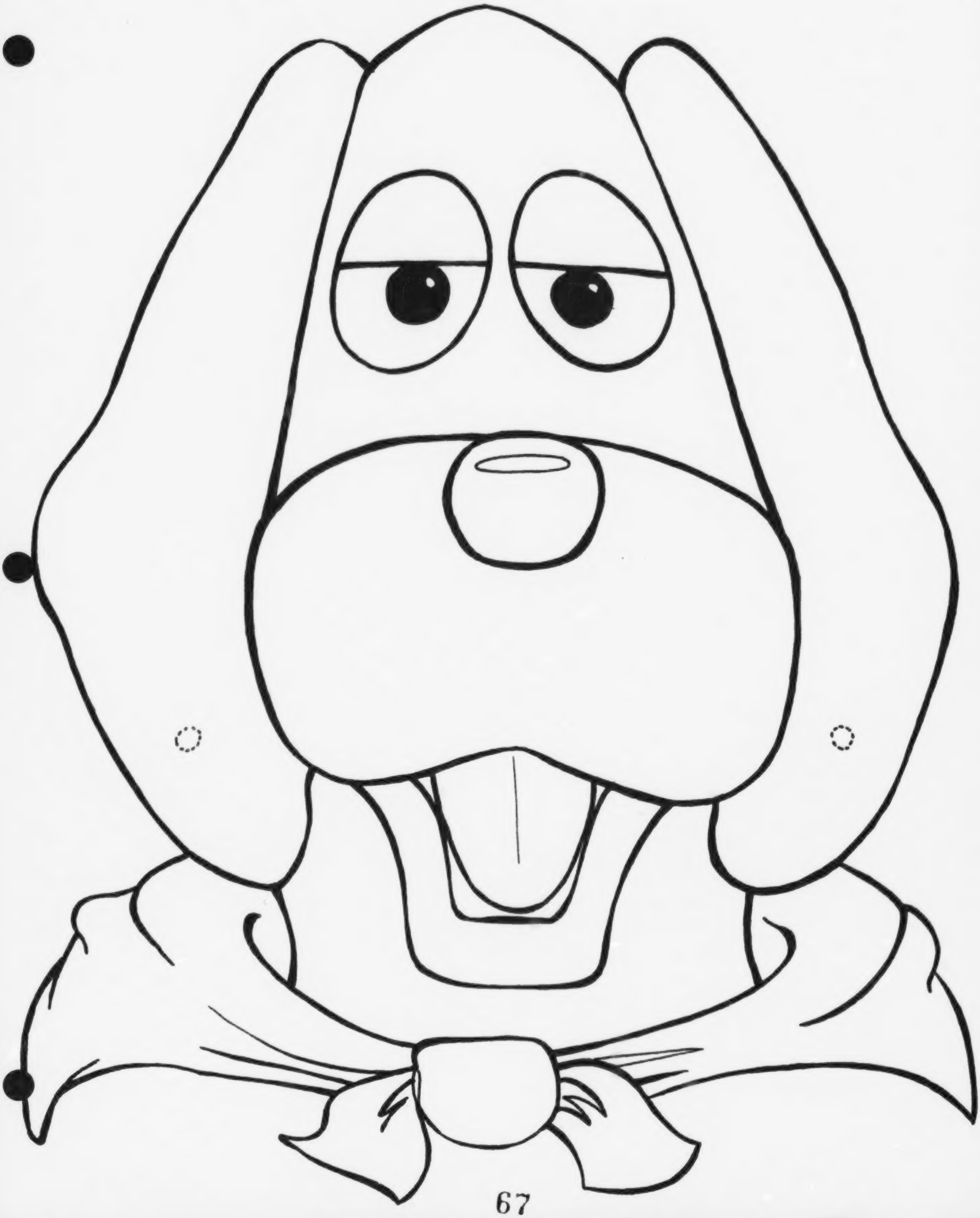


CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

FIRST GRADE

CAST: Guy N. Halen
Ashley Burns
Zippo

ZIPPO: *(ENTERS AND HUMS TO HIMSELF)*

ASHLEY: *(OFFSTAGE)* Zippo! Zippo!

ZIPPO: I'm up here, Ashley.

ASHLEY: *(ENTERS AND YELLS AT ZIPPO)* There you are, Zippo. I've been looking all over for you. I was calling and calling.

ZIPPO: Were you?

ASHLEY: Yes I was. How come you never answer me when I call?

ZIPPO: I did. *(BURP)* You just didn't hear me. It's probably because you were yelling so much.

ASHLEY: What!!? What did you say, Zippo!!?

ZIPPO: I said, why do you have to yell so much? That's a really bad habit, you know. *(BURP)*

ASHLEY: Well, at least it's not a disgusting habit like burping every other word. That's gross.

ZIPPO: Who burps every other word?

ASHLEY: You do.

ZIPPO: Aw, I do not. *(BURP)*

ASHLEY: Yes you do. You do it all the time.

GUY: *(ENTERS)* Hi guys, what's up?

ASHLEY: Oh, good. You're just in time, Guy. Doesn't Zippo have a yucky habit of burping out loud all the time?

GUY: Does he? Neato. I wish I could burp out loud.

ASHLEY: No you don't. It's not polite.

ZIPPO: It isn't? Well, it's a good thing I never do it then. *(BURP)*

ASHLEY: *(YELLING)* You do. You do. You do.

ZIPPO: Yeah, well you yell all the time. And that's a worse habit than burping.

ASHLEY: *(YELLING)* I'm not yelling. (*NOTICING THAT SHE IS YELLING*) I'm just trying to make sure you can hear me over your burps.

GUY: Hey, come on, you guys. You're best friends. You shouldn't be fighting like this.

ZIPPO: No? How should we be fighting?

GUY: You shouldn't be fighting at all. Not over something as silly as each other's habits.

ZIPPO: Well, why not?

GUY: Because, everybody has habits. A lot of them.

ASHLEY: You know what? Guy's right. We all do have a lot of habits.

GUY: Uh-huh. Some of them are goo--like brushing your teeth after you eat, or exercising every day.

ASHLEY: And some are not so good--like biting your fingernails or burping out loud.

ZIPPO: Those things don't sound like habits to me *(BURP)*. They're just things people do. How can you tell if it's a habit?

ASHLEY: A habit is a thing a person does so often, that he or she doesn't even think about it anymore. They just do it without thinking about doing it.

GUY: That's how it is with most people who smoke cigarettes.

ZIPPO: You mean they don't even know they smoke?

GUY: Naw. They know they smoke. They just don't think about it most of the time and that means its a habit.

ASHLEY: And the worst part is, many people who have the smoking habit don't really want to smoke, but since it's a habit, they do it anyway.

ZIPPO: Well, why don't they just quit?

ASHLEY: It's not that easy, Zippo. For one thing, you have to be thinking about your habit if you want to stop doing it.

ZIPPO: But you said a habit is something you *don't* think about.

GUY: That's right. And that's part of the problem. Since most smokers aren't thinking about it when they smoke, they can't really try to quit. And the other part of the problem is even worse.

ZIPPO: Worse? How could it be worse than that?

ASHLEY: It's worse because there is a drug in cigarettes called nicotine. And it actually makes people addicted to tobacco.

GUY: So, even if they are thinking about it when they smoke, they can't quit without getting headaches and having trouble sleeping and stuff.

ZIPPO: Yeow! Smoking sounds like the worst habit you can have.

ASHLEY: It's a pretty bad one, that's for sure.

GUY: But people can quit smoking if they really want to. The important thing is to want to. That's the first step to breaking any habit.

SONG: "Hangin' Up A Habit"

GUY
Yeah it's pretty tough
Hangin' up a habit

ASHLEY
Quittin' can be rough
But you gotta grab it

ZIPPO
Wishin' it was gone
Doesn't help for long
When you know you gotta quit it forever

ALL
If you're makin' up your mind
Leavin' it behind
Then you know you're gonna beat it for sure

ASHLEY
Smokin's not a game
Never start to play it

GUY
Cigarettes are sick
I've just gotta say it

ZIPPO
Never start to smoke
Hey, it's not a joke
Cuz you know you're gonna live a lot longer

ALL
If you stay tobacco free
Like you oughta be
Then you'll never have that habit to break

ALL
Smokin's not a game
Never start to play it
Smokin's not a game
Never start to play it

ZIPPO: Guy, do you think I might really have a habit of burping out loud? *(BURP)*

ASHLEY: You *might* have a habit? *(YELLING)* You *do* have a habit. *(REALIZING SHE HAS BEEN YELLING)* And I guess I do have a habit of yelling a lot.

GUY: Yeah, but if you want to break those habits, you can. And we can help. Or my name's not Guy N. Halen.

ZIPPO: You can help? You don't have to tie me down and tickle me 'til I quit, do you?

GUY: Well, I guess that might help, but mostly we can just remind you about your habit.

ZIPPO: Would that even work with people who smoke?

GUY: Sure it would.

ASHLEY: Yeah. Like, if my mom smoked and wanted to quit, then, every time I saw her get out a cigarette, I could say, "I'm sure glad you want to quit smoking, Mommy." That would help remind her.

GUY: You're right, Ashley. And it wouldn't sound like you were being a smart alecky kid, either.

ZIPPO: Wow. I guess maybe burping out loud isn't such a good habit. Will you help remind me about it, Ashley? *(BURP)* Oops, sorry.

ASHLEY: That's okay, Zippo. And, if you really want to quit, I'll help you.

ZIPPO: Great! And I'll help remind you not to yell at me all the time.

GUY: That's a good idea. Friends should help each other.

ASHLEY: Yeah. That's why we're gonna help you break your bad habits.

GUY: Me? What bad habits? I don't have any bad habits.

ASHLEY: What about the habit of thinking you don't have any bad habits?

GUY: That's not a habit. Zippo, help me out here.

ZIPPO: Well, you do kind of act like you know everything a lot, Guy.

GUY: I don't either.

ASHLEY: So, what can we do to remind him, Zippo?

ZIPPO: I know, every time he says that he doesn't have any bad habits, I can burp out loud and you can yell at him.

GUY: Wait a minute. I don't think that's such a good idea.

(THEY BEGIN EXITING)

ASHLEY: He might be right about that, Zippo. But we could tie him down and tickle him until he quits.

ZIPPO: Hey, yeah.

--END--

FIRST GRADE

Process Questions

These questions are designed to help the classroom teacher to reinforce key messages of the lesson. It is helpful, as in all learning for students, to hear information more than once and for the message to be restated and actively processed several times.

1. What is a habit?
   - Something you do without thinking about doing it.
   - Some habits are good and some are bad.

2. Can smoking become a bad habit?
   - People want to stop smoking and it is a hard habit to break.

3. What is the drug in cigarettes?
   - Nicotine
   - Nicotine is a habit forming drug.

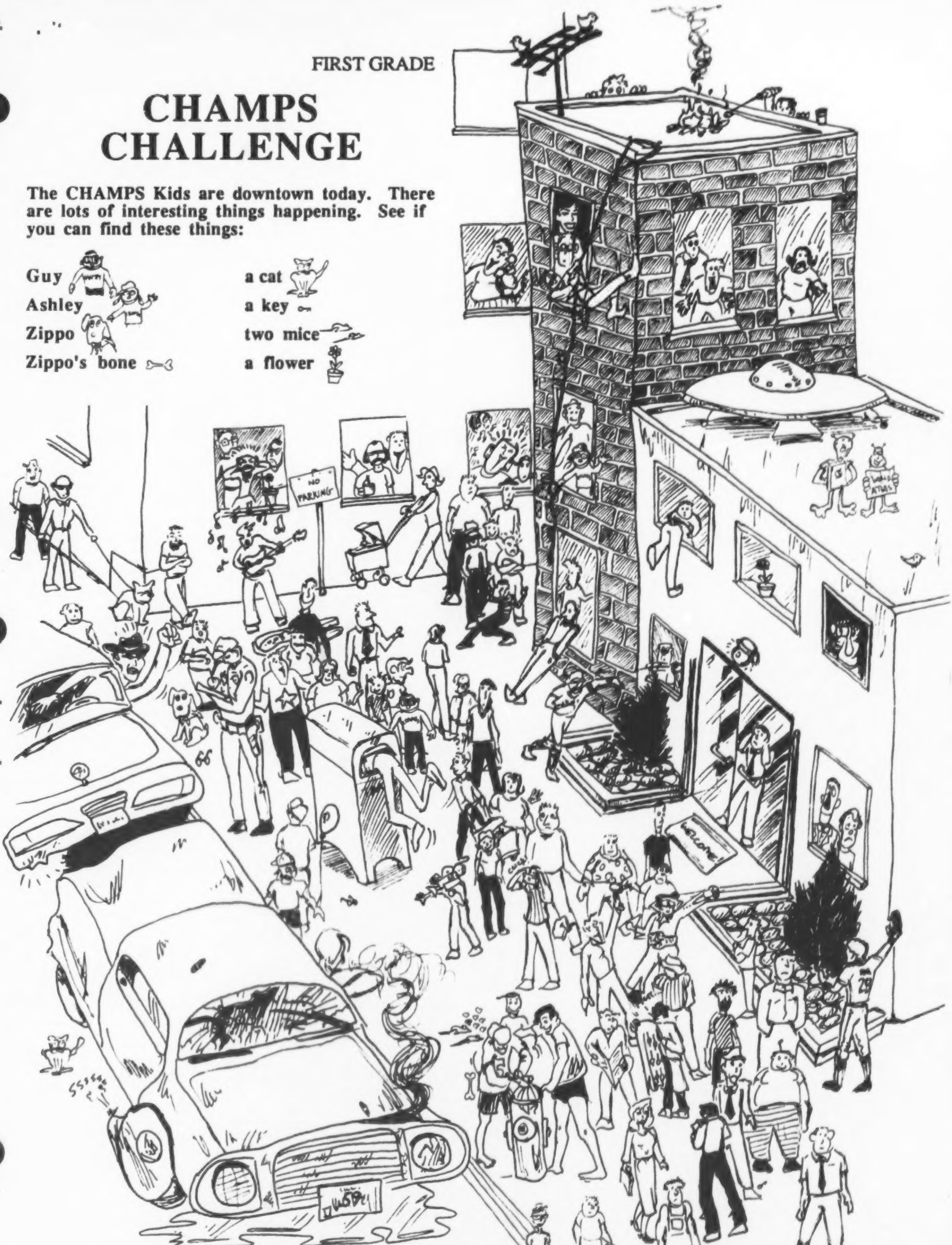
4. Why do people smoke?
   - They make the mistake of starting.
   - Smoking becomes a habit that is hard to stop.

5. Can people stop smoking?
   - They have to want to.
   - They need our help.

CHAMPS CHALLENGE

The CHAMPS Kids are downtown today. There are lots of interesting things happening. See if you can find these things:

- Guy
- Ashley
- Zippo
- Zippo's bone
- a cat
- a key
- two mice
- a flower



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CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

SECOND GRADE SCRIPT

CAST:
Guy N. Halen
Ashley Burns
Zippo

(GUY AND ASHLEY ENTER AS WE HEAR ZIPPO COUNTING OFFSTAGE)

ASHLEY: *(STAGE WHISPER)* Hi, everybody. I'm Ashley Burns and this is my friend, Guy N. Halen. We're playing "Hide and Go Seek" with our dog, Zippo.

GUY: *(ALSO WHISPERING)* Yeah, and we're playin' a little bit of a trick on him, too.

ZIPPO: *(OFFSTAGE)* . . .ninety-eight. . .ninety-nine. . .one hundred! Ready or not, here I come!

(ASHLEY AND GUY MOVE OVER TO THE LEFT SIDE OF THE STAGE AND STAND VERY STILL BUT DO NOT CROUCH OR ATTEMPT TO HIDE.)

ZIPPO: *(ENTERS ON RIGHT SIDE OF STAGE. STEPS TO FRONT AND BEGINS TO LOOK OUT OVER THE AUDIENCE AS IF SEARCHING FOR ASHLEY AND GUY. HE SLOWLY MOVES ALONG THE FRONT EDGE OF THE STAGE TOWARD THE OTHER KIDS BUT DOES NOT NOTICE THEM.)* Hmmm. I know they must be around somewhere. Maybe they're hiding out there in all those kids. Hmmm. Let's see. . . *(LOOKS AT ONE CHILD IN THE AUDIENCE)* Hey! You're not sittin' on them, are you? *(PAUSE)* Naw, I didn't think so. I wonder where they are. *HE REACHES THE SPOT WHERE ASHLEY AND GUY ARE STANDING JUST AS HE FINISHES THE PREVIOUS LINE. HE IS*

STARTLED BY FINDING THEM.) Ack! Hey! What's going on? I thought you were supposed to be hiding.

GUY: We are hiding.

ASHLEY: Yeah, isn't this a great spot?

ZIPPO: You are hiding? But, I can see you--real easy.

GUY: Oh, no you can't.

ZIPPO: I can't?

ASHLEY: Huh-uh. You can't see us at all.

ZIPPO: Un, *(LOOKS AT AUDIENCE)* can I see all those kids out there?

GUY: Sure you can. They're right in front of you. But you can't see us, Zippo.

ZIPPO: I'm getting confused, Ashley.

ASHLEY: *(GIGGLING TO GUY)* Okay, Guy. I think that's enough. It's alright, Zippo, you can see us now.

ZIPPO: Good, I didn't like it when I could see you but I couldn't see you all the time I could even though I thought I could but I couldn't.

GUY: *(LAUGHING)* Boy. Say that again.

ZIPPO: I don't think I could.

ASHLEY: Never mind, Zippo. We just wanted to show the kids out there something about the dangers of tobacco.

ZIPPO: I'm confused again. I didn't think we were talking about tobacco at all.

GUY: We weren't. But we are now.

ZIPPO: Okay. *(PAUSE)* Why?

ASHLEY: Because that's why we're here today. To help these kids learn about the dangers of tobacco.

ZIPPO: Aha! Well, at least *that* little mystery is solved. But why were you pretending I couldn't see you?

GUY: To make a point. You see, people who smoke often pretend they can't see all of the dangers from tobacco.

ASHLEY: That's right. But the dangers are very real, even if they pretend they aren't.

ZIPPO: I know it. Terrible things can happen like. . . uh. . .like they could set their faces on fire.

GUY: Well, that hardly ever happens. But a lot of fires are started by people being careless with their cigarettes and many people are hurt or killed in those fires.

ASHLEY: But besides the fire danger, smoking can cause diseases like emphysema, lung cancer, and heart attacks.

ZIPPO: Emptyseefa? What's that?

ASHLEY: Emphysema is a disease that makes a person's lungs stop working.

GUY: It makes it harder and harder to harder to breathe.

ZIPPO: That sounds yucchy.

GUY: It is, Zippo. And smoking affects other parts of a person's body beside the lungs and heart.

ASHLEY: That's right. People who smoke have trouble with their eyes, skin, mouths, throats, stomachs, and nervous systems.

ZIPPO: But aren't there other ways of using tobacco that aren't as dangerous as smoking? What about chewing tobacco?

ASHLEY: A lot of people think that chewing tobacco isn't as dangerous as smoking but they're wrong.

GUY: That's true. They may not have the lung problems that smokers face, but they have more chance of gum, tongue, and throat cancers. Chewing tobacco isn't safer, it's just dangerous in a different way.

ZIPPO: Then why don't they just quit?

GUY: It isn't that simple, Zippo. Tobacco has a drug in it called nicotine. Once they become hooked on nicotine, most smokers find it very hard to quit.

ASHLEY: And a lot of smokers, especially younger ones, keep pretending that there really isn't any danger at all. But we all know how silly that is.

ZIPPO: Yeah. And confusing, too.

GUY: And that's why we're here today--to help these kids learn about the dangers of tobacco.

ASHLEY: And how we can all keep ourselves healthier when we watch for the warnings.

SONG "The Warning Signs"

ASHLEY
Hey, O-kay
You gotta hear the things we say

ZIPPO
Don't get mad
Tobacco's gonna hurt you bad

GUY
Here and there
The warning signs are ev'rywhere

ZIPPO
In your face
They're jumpin at you ev'ry place

ASHLEY
And pretending you just couldn't see'em

ALL
Doesn't keep you from feelin' the sting

GUY
Cuz you know ev'ryone is agreein'

ALL
Tobacco's a dangerous thing

ASHLEY
Hey, O-kay
You gotta hear the things we say

ZIPPO
Don't get mad
Tobacco's gonna hurt you bad

GUY: Hey, come on, Zippo. Let's go play fetch the stick.

ZIPPO: No way, Guy. Don't you know that playing fetch the stick can be hazardous to your health?

ASHLEY: What? How can playing fetch the stick be dangerous?

ZIPPO: Well, first, there's the chance of getting splinters in your tongue.

ASHLEY: Ouch.

ZIPPO: And then, well, we don't know where that stick has been do we? Maybe somebody used it to scrape out a toilet or something. *(ZIPPO BEGINS EXIT)*

GUY: Eeiiuuu. *(TO AUDIENCE)* Bye, kids.

ASHLEY: Yeah, see you.

(THEY FOLLOW ZIPPO)

ZIPPO: And then, there's all terrain vehicle danger.

---END---

Process Questions

These questions are designed to help the classroom teacher to reinforce key messages of the lesson. It is helpful, as in all learning for students, to hear information more than once and for the message to be restated and actively processed several times.

1. Why is smoking dangerous?
   - Fires are started by people that are careless.
   - You can get diseases from smoking.

2. What are the diseases that smoking can cause?
   - Emphysema - breathing becomes difficult.
   - Lung Cancer - a cancer that can destroy your lungs.
   - Heart Disease - problems with your heart that can cause serious problems.

3. Is chewing tobacco dangerous?
   - Can cause gum, tongue and throat cancers.
   - Don't follow the crowd by chewing tobacco.

4. Why do people smoke if they know it is dangerous?
   - They pretend the dangers are not real.
   - They disregard the warnings.

SECOND GRADE

CHAMPS
AREN'T PUZZLED

Zippo has a balloon with an answer to complete each sentence. Find the word that fits best and fill in the blanks. Then use those same words to complete the puzzle below.

1. People who smoke________________they can't see all of the dangers from tobacco.

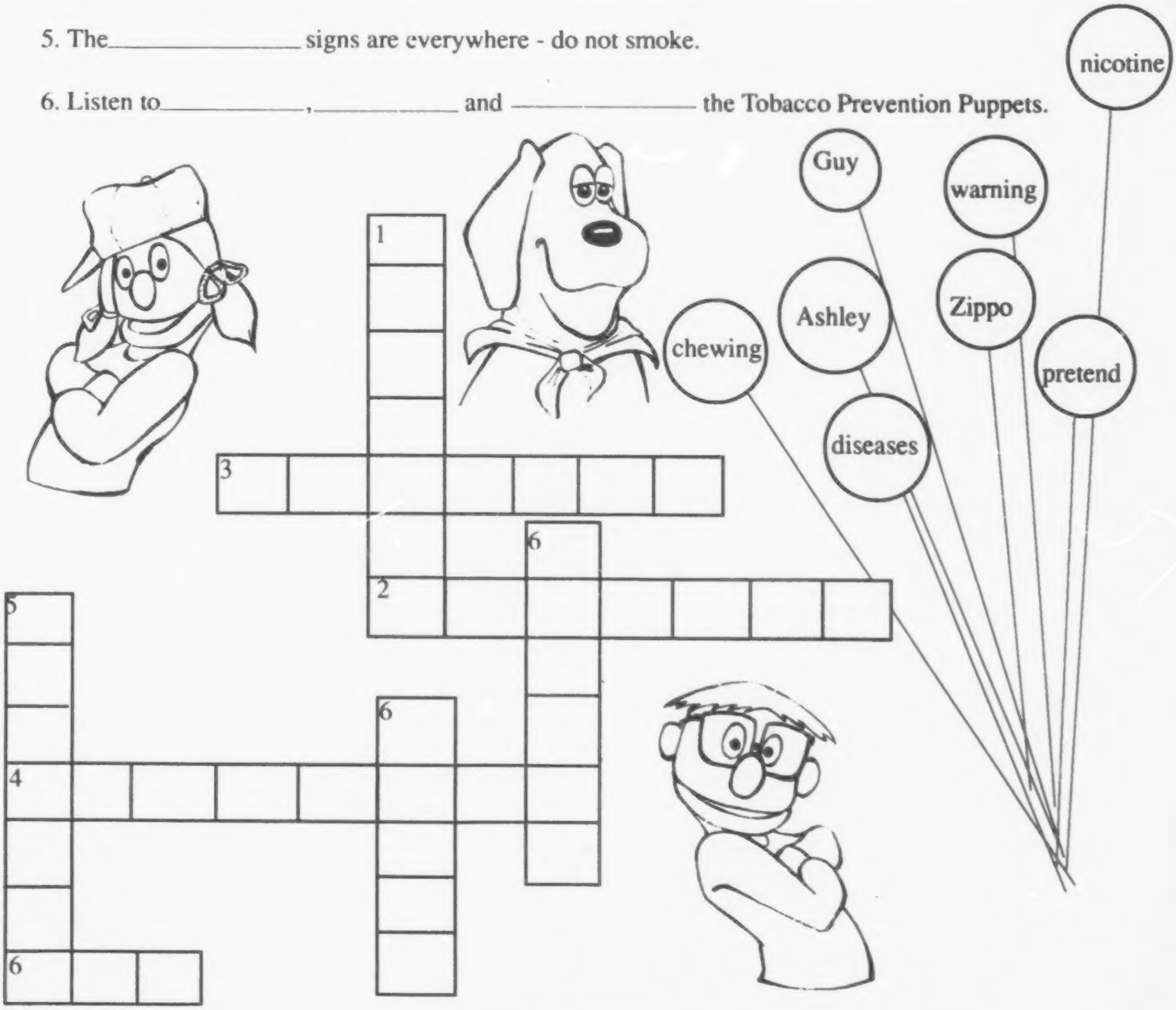
2. Smoking can cause____________ like emphysema,lung cancer and heart attacks.

3. A lot of people think ____________tobacco isn't as dangerous as smoking but they're wrong.

4. Tobacco has a drug in it called____.

5. The____________ signs are everywhere - do not smoke.

6. Listen to__________, __________ and ____________ the Tobacco Prevention Puppets.



SECOND GRADE

CHAMPS
AREN'T PUZZLED

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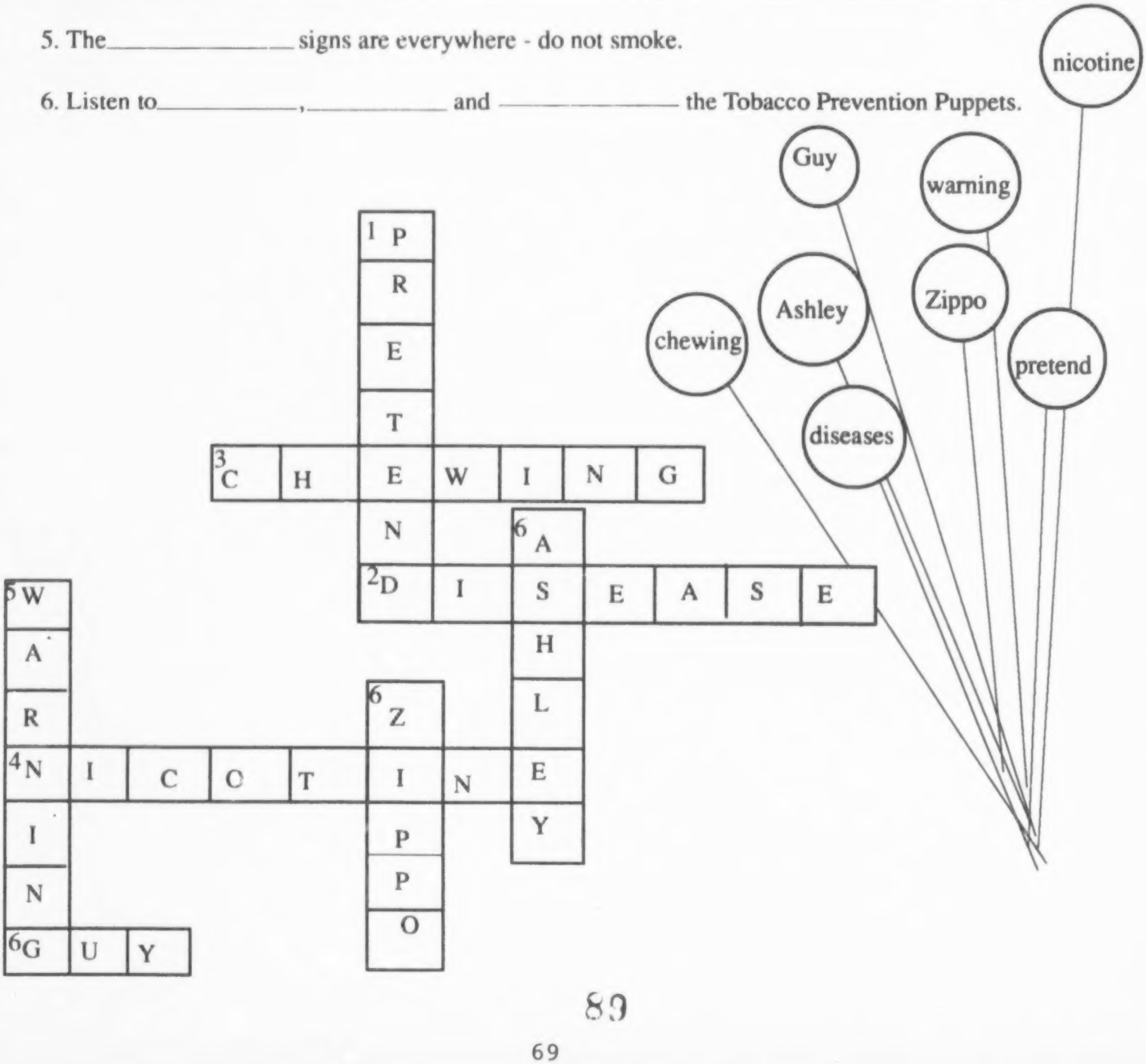
4. Tobacco has a drug in it called____.

5. The_____________signs are everywhere - do not smoke.

6. Listen to___________,___________ and ____________ the Tobacco Prevention Puppets.



CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

THIRD GRADE SCRIPT

CAST: Guy N. Halen
Ashley Burns
Zippo

(GUY, ASHLEY, AND ZIPPO ALL ENTER TOGETHER)

GUY: *(TO OTHER PUPPETS)* Oh, yeah. That's gross. *(TO AUDIENCE)* Hiya, kids. It's great to see you, today. I'm Guy N. Halen and this is my friend, Ashley Burns.

ASHLEY: Hi. And this is our dog, Zippo. Say hello to the children, Zippo.

ZIPPO: *(LOOKING AT AUDIENCE)* What children? I don't see any children.

GUY: Well, they're right there, Zippo.

ZIPPO: *(NODS AT AUDIENCE)* Who, them? *(TO ASHLEY)* I thought you meant little children. Those kids out there are pretty big.

ASHLEY: *(LOOKING AT KIDS)* You're right. They are. But you can still say hello to them.

ZIPPO: Oh, yeah. Hello.

GUY: Anyway, we were just playing a game called, "Don't you hate it when. . ." It's a lot of fun. I said, "Don't you hate it when you feel under your desk and you think you found an old wad of gum, but then you find out it's really a giant booger?"

ZIPPO: Yeah, you think it's gum but it's *snot*.

(BOTH GUY AND ZIPPO LAUGH)

ASHLEY: Okay you guys. Then, it was my turn and I said, "Don't you hate it when you have to sit next to somebody at a restaurant who is smoking?"

GUY: Eeiiuuu. Isn't that a yucchy one?

ZIPPO: I wouldn't know. I never go to restaurants.

GUY: Oh, yeah. They won't let dogs into restaurants, Huh?

ZIPPO: No, they won't. But that's okay. I'd rather play in their trash cans anyway.

ASHLEY: Well, I wish they wouldn't let tobacco into restaurants. It's dangerous.

GUY: Ashley, I'm sure we all know by now that smoking is dangerous, right?

ASHLEY: Right.

GUY: But you aren't doing the smoking, right?

ASHLEY: Right.

GUY: So, it isn't dangerous to you, right?

ASHLEY: Wrong.

ZIPPO: She's right, Guy. If a careless smoker started a fire on his napkin or something, you might get burned up.

ASHLEY: Well, that's probably not going to happen, but there are plenty of other hazards from someone else smoking around you. Like, second hand smoke, for example.

GUY: Second hand smoke? What's that?

ASHLEY: Second hand smoke is what the rest of us breathe when someone is smoking around us. It's the stuff that curls out from the lit end of a cigarette and the stuff that the smoker breathes out.

GUY: Well, how's that gonna hurt you if you're not smoking it?

ASHLEY: It's the same thing as smoking. You inhale the very same harmful chemicals as the smoker everytime you breathe.

ZIPPO: Wow. That is yucchy.

ASHLEY: Yeah. And nonsmokers who are exposed to the smoke of others often complain that their eyes sting, their heads ache, and stomachs feel sick.

GUY: Gross. But if that's true. . .

ASHLEY: And it is.

GUY: . . .then what about kids whose parents smoke? Aren't they in even worse danger? I mean, it isn't just while they're at a restaurant, you know--they live in smoke all the time.

ASHLEY: You're right. Very young children who have smoking parents are more likely to be threatened by pneumonia or bronchitis than kids from smoke free households.

ZIPPO: Oh no! Kids in danger from dinosaurs? That's awful.

GUY: Dinosaurs? What are you talking about, Zippo.

ZIPPO: Ashley just said that kids whose parents smoke are in danger from Newmononias or bronkiosis, right?

ASHLEY: Well, I said pneumonia or bronchitis but you're close.

ZIPPO: Okay. Aren't those some kind of giant dinosaurs that eat kids and small dogs?

GUY: No. Pneumonia and bronchitis are sicknesses that have to do with your lungs and stuff. They aren't dinosaurs.

ZIPPO: Oh.

ASHLEY: And nonsmokers who live with smokers have a much greater risk of getting lung cancer than people who live in a house where nobody smokes.

ZIPPO: Well, something should be done to protect people who don't smoke.

GUY: That's a good idea. It should be against the law to smoke.

ASHLEY: That would be a pretty hard thing to do because so many people already do smoke. But there are some other laws that are helping.

GUY: Like what?

ASHLEY: Well, it is against the law for kids to buy cigarettes. And a lot of places have special areas where people have to go to smoke. That way, nonsmokers don't have to be around all that smoke unless they want to be.

ZIPPO: And don't forget that there is no smoking allowed on most of the airline flights in the United States.

GUY: How did you know that, Zippo?

ZIPPO: C'mon, Guy. Just because I'm a dog doesn't mean I don't know stuff.
(BOTH KIDS PAUSE AND LOOK AT ZIPPO)

ASHLEY: Anyway, the important thing is that there are some laws to protect non-smokers already and more are on the way. But in the meantime we can all help by letting people know how dangerous smoking is; not only to the smoker, but to everyone else, too.

SONG "Second Hand Smoke"

GUY
Man I stay as far away as I can get
When somebody else lights up a cigarette
But it doesn't matter where I seem to be
Smoker smoke is gettin' to me

GUY (OTHERS SING BACKUP)
The smoke that I'm receivin' (Breath-ing second-hand smoke)
I wish that it was leavin' (Makes us sick. That is no joke)
And even though I'm not smokin' (Feels like we're gonna croak)
My lungs inside me are chokin' (When we breathe second-hand smoke)
From breathin' second-hand smoke

GUY
Smokers have the right, they say, but man it's true
All their smoke I'm breathin's gonna hurt me too
Don't want any trouble but I've go to say
If you're gonna smoke, go away.

GUY (OTHERS
The smoke that I'm receivin' (Breath-ing second-hand smoke)
I wish that it was leavin' (Makes us sick. That is no joke)

SING BACKUP) And even though I'm not smokin' (Feels like we're gonna croak)
My lungs inside me are chokin' (When we breathe second-hand smoke)
From breathin' second-hand smoke
From breathin' second-hand smoke
From breathin' second-hand smoke

ASHLEY: That's right, Guy. So, having to breathe second hand smoke is a thing I don't like. And, mostly, I don't have to. It's your turn now, Zippo?

GUY: Yeah, what's something that really bugs you?

ZIPPO: Me? Hmmm. Oh, I've got a good one. Don't you hate it when the groomer gets finished giving you a bath and ties a big ribbon in your ear?

GUY: Uh, well, I. . .*(TO AUDIENCE)* See, ya.

ASHLEY: Yeah, bye now.
(EXIT ALL)

ZIPPO: I mean, the flea collar is bad enough, but isn't having to wear that stupid looking ribbon awful?

--END--

THIRD GRADE

Process Questions

These questions are designed to help the classroom teacher to reinforce key messages of the lesson. It is helpful, as in all learning for students, to hear information more than once and for the message to be restated and actively processed several times.

1. Is it dangerous to be around someone when they are smoking?
    - You inhale harmful chemicals that are in the smoke.

2. What is second hand smoke"
    - Second hand smoke is what we breathe when someone around us is smoking.

3. Can you become ill from this second hand smoke?
    - Very young children who have parents who smoke are more likely to have pneumonia or bronchitis than children from smoke free households.

4. What can you do to keep from being around cigarette smoke?
    - In public places, like restaurants, always sit in the non-smoking area.
    - Make sure laws are followed in non-smoking areas.
    - Let adults know cigarettes should not be sold to young people.

THIRD GRADE

CHAMPS
SECOND HAND SMOKE ALERT

The word search below contains a list of 10 terms that have to do with the third puppet show on tobacco prevention and second hand smoke. Words may be found across, down, backwards, or diagonally. As you find the words circle or highlight them on the word search puzzle and cross them off the list below.

E	S	O	O	M	S	S	O	R	E	C	O	N	I	H	R	N	A	I	S	A
S	G	O	B	D	E	N	M	A	O	S	U	O	R	E	G	N	A	D	R	U
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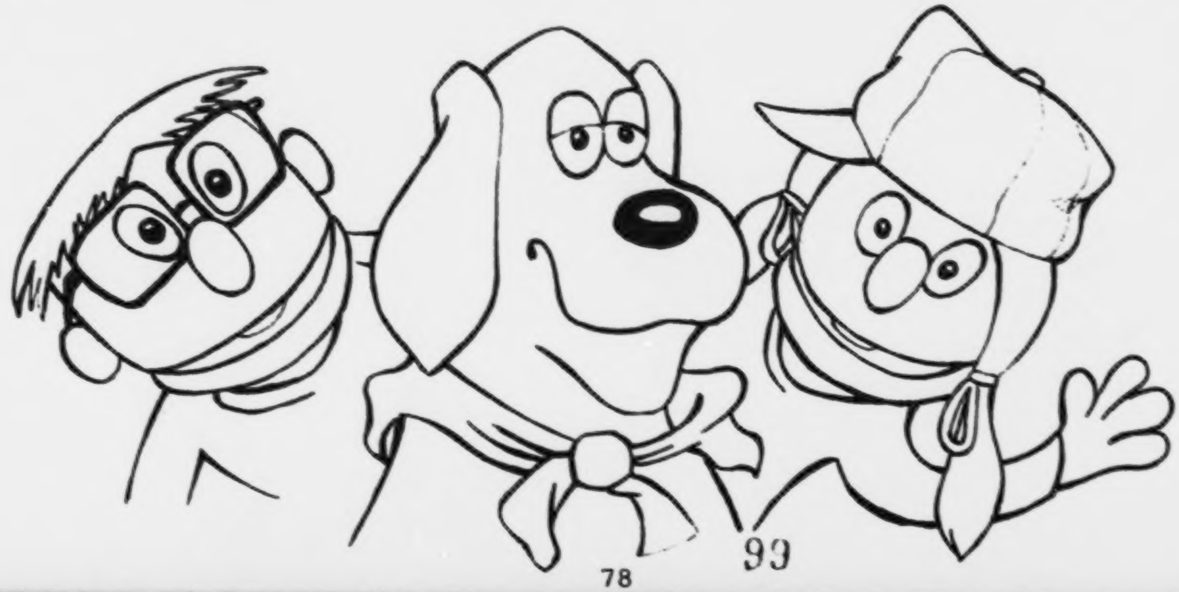
L	O	W	A	N	T	N	G	G	E	C	Y	Z	I	N	K	A	I	S	E	U

CIRCLE THE FOLLOWING:

1. SECOND HAND SMOKE
2. TOBACCO
3. PNEUMONIA
4. BRONCHITIS
5. CANCER
6. ZIPPO
7. ASHLEY
8. DANGEROUS
9. GUY
10. INHALE



THIRD GRADE

CHAMPS
SECOND HAND SMOKE
ALERT

The word search below contains a list of 10 terms that have to do with the third puppet show on tobacco prevention and second hand smoke. Words may be found across, down, backwards, or diagonally. As you find the words circle or highlight them on the word search puzzle and cross them off the list below.

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K I D P I R H A S H L E Y H L L M U S R T
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W M O S U R R E I N A D L I T B T W K E A
L O W S U O R E G N A D Z I N K A I S E U

CIRCLE THE FOLLOWING:

1. SECOND HAND SMOKE
2. TOBACCO
3. PNEUMONIA
4. BRONCHITIS
5. CANCER
6. ZIPPO
7. ASHLEY
8. DANGEROUS
9. GUY
10. INHALE

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CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

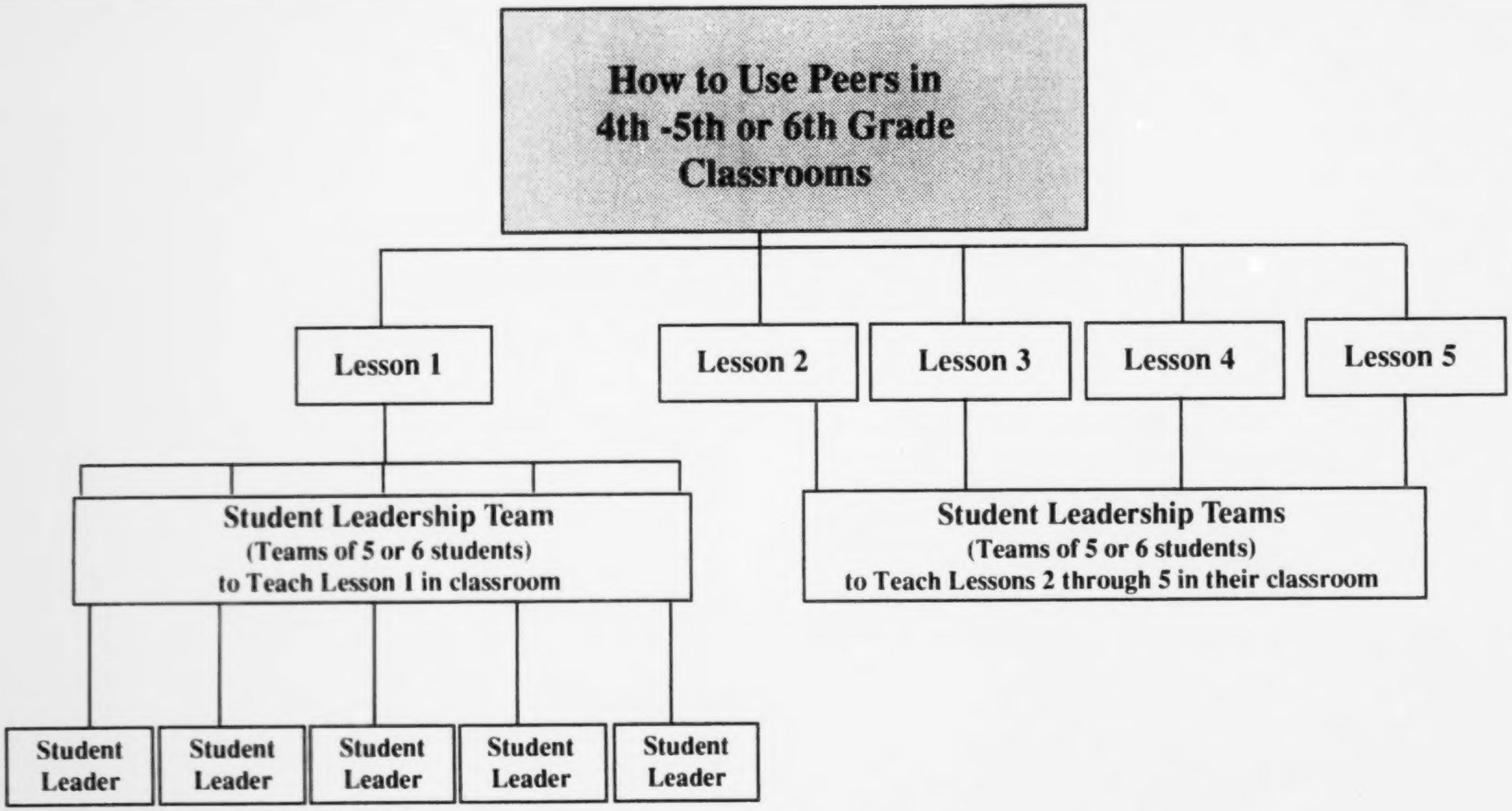
Signature ______________________________

Grade ______________________________

School ______________________________

PEER-LED ACTIVITIES

(4th-6th Grade)



How to Use Peers in 4th -5th or 6th Grade Classrooms

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Student Leadership Team
(Teams of 5 or 6 students)
to Teach Lesson 1 in classroom

Student Leadership Teams
(Teams of 5 or 6 students)
to Teach Lessons 2 through 5 in their classroom

Student Leader

Student Leader

Student Leader

Student Leader

Student Leader

Note: All students in 4th -6th grades have an opportunity to serve on a team as a leader.

Rev. 2/94

TOBACCO PREVENTION CURRICULUM
GRADE 4

LESSON NUMBER	CURRICULUM FOCUS AREA	TOPIC	GRADE 4	GRADE 5	GRADE 6
1	Health / Science	Smoking Cost to My Body and Others	Smoking's Effects on My Body		
2	Math	Calculating Tobacco Costs	Calcutating How Smoking Can Cost You Friends		
3	Social Studies	Debunking Tobacco Advertising	Debunking "Joe Camel" and Other Characters		
4	Language Arts	Letter Writing Activity Written Expression of Tobacco Knowledge and Attitudes	Letter to Parents		
5	Creative Expression	Graphic Display of Tobacco Use and its Effects	Posters on Smoking and its Effects		

Rev. 2/94

SMOKING'S EFFECTS ON MY BODY

Curricular Area: Health/Science

Grade Level: Fourth Grade

Objectives: The student will list short term and long term effects of smoking including social and health hazards.

Time Needed: 40 Minutes

Materials: Student copies of:
"What Happens When You Smoke?" Worksheets,
"Smoking's Effects on My Body" Information Sheet and
CHAMPS Smoke Out Pledge.

Activity: Students work together in small groups to fill in the "What Happens When You Smoke?" Worksheet. They will each need a copy of the "Smoking's Effects on My Body" Information Sheet.

Upon completion of worksheets, students take the CHAMPS Smoke Out Pledge by reciting aloud:

> I make this pledge
> To be smoke-free.
> CHAMPS say that's
> The way to be!

Each student should complete the Smoke Out Pledge Certificate.

SMOKING'S EFFECTS ON MY BODY

Smoking is the single greatest cause of preventable death in our country. Almost half a million people will die this year from smoking and most smokers begin as teenagers. As a pre-teen, the pressures to start smoking may begin to come from your friends. If you can help students decide not to smoke, you will be literally saving their lives. The smoking industry is trying to make money. Everyday they have to replace 2,000 smokers with new young smokers because 2,000 smokers per day quit smoking, or die.

Diseases Caused By Smoking:

Cancer: Cigarette smoking is responsible for 30% of all cancer deaths in the United States.

Lung Cancer - 87% of lung cancer is caused by smoking.

Mouth Cancer - Affects the tongue, gums or cheeks. This cancer is found in people who smoke cigars or pipes and people who use smokeless tobacco.

Cancer of the Voice Box - People who have this cancer usually have to have their voice box removed and find it difficult to speak.

Cancer of the Esophagus (Food Pipe) - The combination of cigarette smoking and drinking alcohol greatly increase the chances of getting this cancer, which is very hard to treat.

Respiratory (Breathing) Diseases:

Bronchitis - (Life-long) Smokers cough is caused by the smoker having to clean his lungs of the excess mucus left when the cilia are destroyed. The cilia are the little hairs in the lungs that act like brooms and wave back and forth to keep the lungs clean.

Emphysema - Lungs loose their elasticity and people can't breathe out properly. Once a person has emphysema, they have it for life.

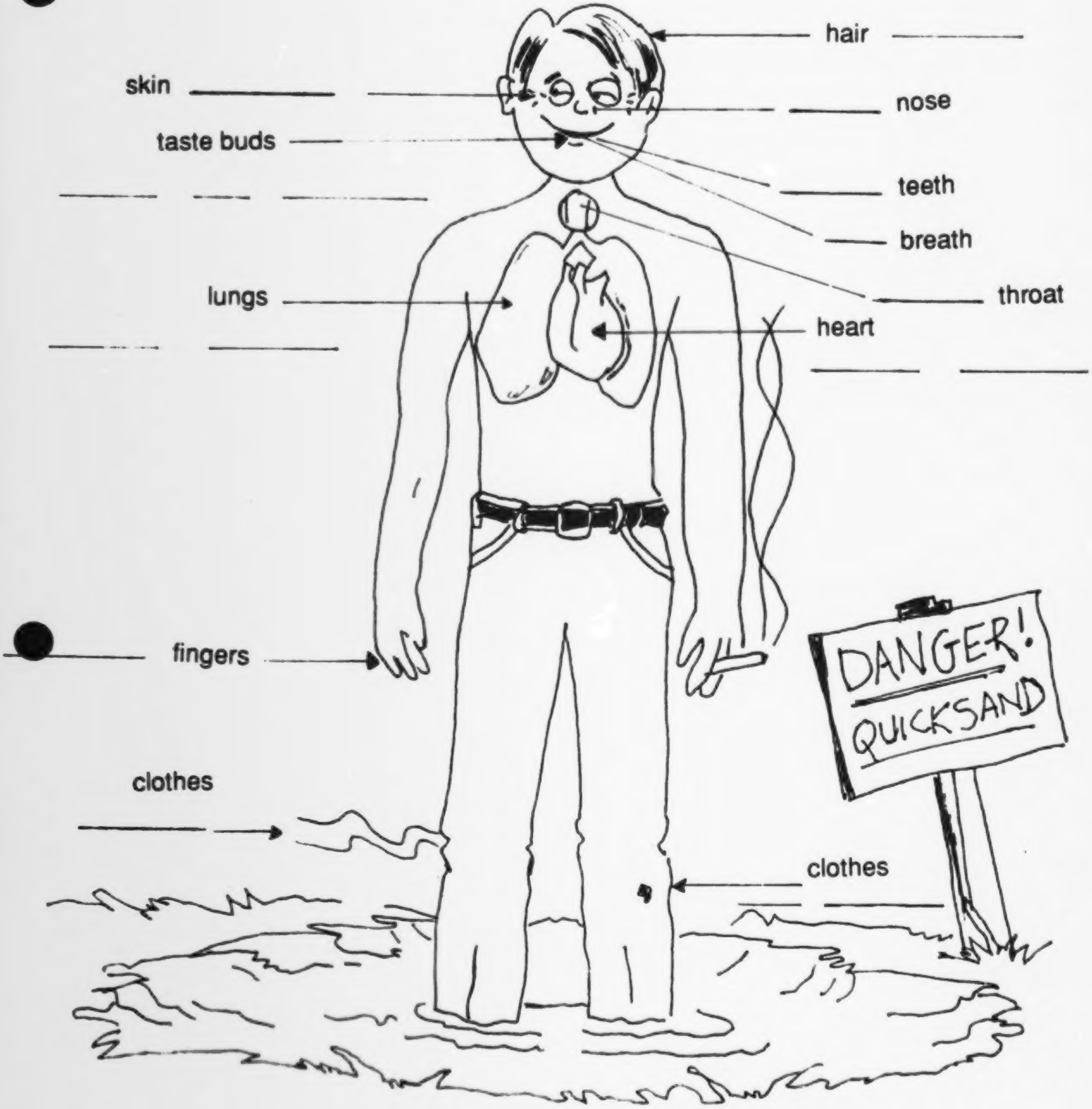
Additional Long Term Risks:

Heart Attacks and Strokes - Smoking puts a strain on your heart. Carbon monoxide, the poisonous gas in cigarette smoke robs the heart of oxygen it needs.

Short Term Affects Of Smoking:

-Clothing burns
-Clothing and hair odors
-Bad breath
-Yellowed teeth
-Skin wrinkles
-Stained fingers
-Loss of taste in taste buds
-Irritated throat
-Stuffy nose
-Less oxygen in lungs
-Heart pumps harder

WHAT HAPPENS WHEN YOU SMOKE?



IT'S SLOW BUT IT'S SURE!

DIRECTIONS: Fill in the blanks with words from the box below to discover WHAT HAPPENS WHEN YOU SMOKE!

- STAINED
- IRRITATED
- BAD
- LOSS OF TASTE
- SMELL
- WRINKLES
- STUFFY
- GET BURNED
- PUMPS HARDER
- LESS OXYGEN
- ODORS

CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

SMOKING CAN COST YOU FRIENDS

Curricular Area: Mathematics

Grade Level: Fourth Grade

Objective: To compute the cost of tobacco use and assess the impact of tobacco use on social relationships.

Time Required: 40 Minutes (allow for interview time, approximately one night's homework)

Materials: Handout 1 - "Friends Are Forever...Or Are They?
Handout 2 - "How Does It All Add Up?"
Pencils

Activity:

1. Students will interview 3 friends, recording their answers on the Handout: "Friends are Forever....Or Are They?"

2. Students will total how many interviewees said they are bothered by cigarette smoke on the Handout "How Does It All Add Up?"

3. Students will discuss reasons why people are bothered by smoking and how smoking might cost them friends.

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FRIENDS ARE FOREVER...
OR ARE THEY?

Name of interviewer

Names of persons being interviewed

1. What are your feelings about cigarette smoking?

Person #1

Person #2

Person #3

2. Does it bother you to be around cigarette smoke?

Person #1

Person #2

Person #3

If so, how?

3. How would you tell a friend that you like them and want to be their friend, but you don't like their smoking?

Person#1

Person #2

Person #3

HOW DOES IT ALL ADD UP?

Student 1 ____________ of 3 students are bothered by smoke.

Student 2 ____________ of 3 students are bothered by smoke.

Student 3 ____________ of 3 students are bothered by smoke.

Student 4 ____________ of 3 students are bothered by smoke.

Student 5 ____________ of 3 students are bothered by smoke.

Student 6 ____________ of 3 students are bothered by smoke.

Student 7 ____________ of 3 students are bothered by smoke.

Student 8 ____________ of 3 students are bothered by smoke.

Student 9 ____________ of 3 students are bothered by smoke.

Student 10 ____________ of 3 students are bothered by smoke.

Student 11 ____________ of 3 students are bothered by smoke.

Student 12 ____________ of 3 students are bothered by smoke.

Student 13 ____________ of 3 students are bothered by smoke.

Student 14 ____________ of 3 students are bothered by smoke.

Student 15 ____________ of 3 students are bothered by smoke.

Student I6 ____________ of 3 students are bothered by smoke.

Student 17 ____________ of 3 students are bothered by smoke.

Student I8 ____________ of 3 students are bothered by smoke.

Student I9 ____________ of 3 students are bothered by smoke.

Student 20 ____________ of 3 students are bothered by smoke.

Total = ____________

Summarize your learnings about smoking. Reflect your attitude and the attitudes of others you interviewed about smoking in a paragraph.

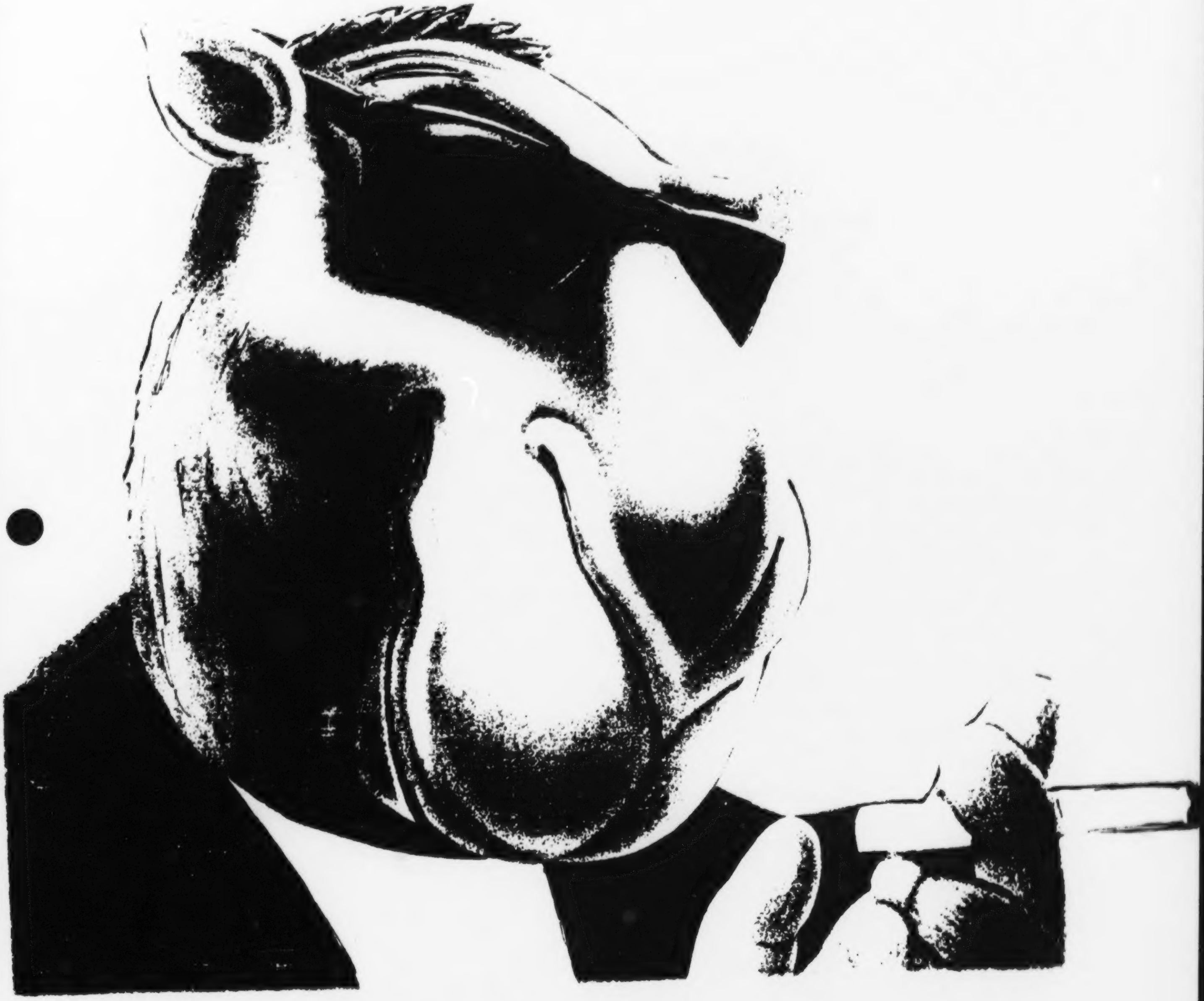
DEBUNKING JOE CAMEL
(And Other Characters)

Brainstorm descriptions of Joe Camel's appearance:

Brainstorm things Joe Camel might say:

Brainstorm what are tobacco manufacturers trying to make you think? (i.e.) If I smoke the same cigarettes as Joe Camel, I'll be cool too.)

Brainstorm what do you really think about smoking cigarettes?



JOE CAMEL

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DEBUNKING JOE CAMEL

Joe Camel thinks he's cool. He dresses and acts cool supposedly because he smokes. What do you think? Fill in the blanks below by unscrambling the code.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

9   4 15 14 ' 20

12 9 11 5

19 13 15 11 9 14 7 .

9 20   19 20 9 14 11 19 !

9 6   25 15 21   8 1 22 5

20 15   19 13 15 11 5

25 15 21 ' 18 5   14 15 20

18 5 1 12 12 25

3 15 15 12 .

LETTER TO PARENTS

Curricular Area: Language Arts

Grade Level: Fourth Grade

Objectives: The student will define and clarify their views on tobacco, while impacting home/school communication.

Time Needed: 40 Minutes

Materials: "Facts about Smoking and Smokers" and The 1986 Surgeon General's Report on Involuntary Smoking
"The Smoke Around You"
Envelopes, writing paper and pens or pencils.

Activity: After reading "Facts about Smoking" and "The Smoke Around You", students and teachers will discuss their understanding of why people smoke and the dangers that face them.

Questions to consider:

1. Why do people smoke?
2. What are the dangers of smoking?
3. What happens to me if someone is smoking in my home?
4. What is the difference between someone's '"right" to smoke or their "preference" to smoke?

Other points of discussion may include:

- Effects of Second Hand Smoke, see 1986 Surgeon General's Report on Involuntary Smokers
- Advertising Efforts to Encourage People to Smoke.
- Smoke-Out Pledge and student's commitments to avoid smoking.

Students will write a letter to their parent or parents, expressing their own views about smoking, its effects, and encouraging parents to discuss this topic with them at home.

FACTS ABOUT SMOKING AND SMOKERS

Fact: SMOKING is a major cause of heart disease.

- SMOKERS have twice the risk of dying of heart attacks.
- SMOKERS die of strokes three times as often as nonsmokers.
- SMOKERS who are over 35 and use oral contraceptives are in a high risk group for heart attack and stroke.

Fact: SMOKING is the cause of about 30 percent of all cancers.

- Smoking is responsible for more than 83 percent of lung cancer cases overall.
- SMOKING increases risk of the disease tenfold.
- SMOKING will soon make lung cancer the #1 cancer killer of American women.

Fact: SMOKING is specifically related to 80 percent of emphysema and 75 percent of chronic bronchitis.

Fact: SMOKING increases the risk of miscarriage, lowers birth weight, raises a baby's chances of complications at delivery and the likelihood of health problems during infancy.

Fact: SMOKING related disorders are estimated to cause about 350,000 premature deaths each year.

THE SMOKE AROUND YOU

What Should You Know?

Have you ever breathed the smoke that curls up from the tip of someone's cigarette? Have you ever breathed the smoke exhaled by a smoker? If so, then you have breathed most of the same harmful, cancer-causing parts of smoke inhaled by smokers. As an involuntary smoker--a nonsmoker breathing the smoke from others--you are at increased risk. Former US Surgeon General C. Everett Koop said, "It is now clear that disease risk due to inhalation of tobacco smoke is not limited to the individual who is smoking."

The risk of developing disease depends on the amount of tobacco smoke exposure. As an involuntary smoker, you breathe less tobacco smoke than an active smoker because the smoke mixes with the air around you. But the Environmental Protection Agency estimates that 3,700 lung cancer deaths annually--nearly 3% of the annual lung cancer death toll--have been caused by involuntary smoking.

Involuntary smoking also causes heart disease, aggravates asthmatic conditions, and impairs blood circulation.

Why Should You Know?

The Surgeon General and the National Academy of Sciences recently examined the evidence surrounding involuntary smoking. Both studies agreed:

Exposure to other people's smoke increases the risk of developing lung cancer.

Nonsmoking wives of husbands who smoke have a 30% increased risk of lung cancer compared with women whose husbands don't smoke.

Nonsmokers married to heavy smokers were found to have 2 to 3 times the risk of lung cancer compared with those married to nonsmokers.

Nonsmokers exposed to 20 or more cigarettes a day at home had twice the risk of developing lung cancer.

These studies have focused on people who live with smokers; if you live with just one smoker, you are at risk for lung cancer.

There's also cause for concern in the workplace. Tobacco smoke spreads quickly, and each workday is more than enough time to expose most people within many working environments. Even if you don't sit next to smokers, the smoky air within a building may be harmful.

What About Kids?

Lung cancer is not the only hazard that faces involuntary smokers. For instance, the children of smokers have a greater chance of developing certain illnesses such as:

- colds;

- bronchitis and pneumonia, especially during the first two years of life;

- chronic coughs, especially as children get older;

- ear infections; and

- reduced lung function.

As with adults, the more smoke a child is exposed to, the more that child's risk is increased. Therefore, if it is the smoking parent who handles most of the child care, the child's chances of developing the ailments listed above is greater. And of course, the risk is highest if both parents smoke.

1986 Surgeon General's Report: The Health Consequences of **INVOLUNTARY SMOKING**

Inhalation of tobacco smoke during active cigarette smoking remains the largest single preventable cause of death and disability in the United States. The health consequences of cigarette smoking and of the use of other tobacco products have been extensively documented in the 18 previous Surgeon General's reports issued by the Public Health Service. More Than 300,000 premature deaths that are directly attributable to tobacco use - particularly for active smokers, secondary to their high dose exposure to tobacco smoke, suggests that the lower doses of smoke received by involuntary smokers also puts them at risk. The 1986 Surgeon General's Report explores the health consequences incurred by involuntary smokers. It was developed by the Office on Smoking and Health, Center for Health Promotion and Education, Centers for Disease (CDC) as part of the U.S. Department of Health and Human Services' responsibility under Public Law 91-222 to report new and current information on smoking and health to the U.S. Congress.

Data in the 1986 report present evidence that the chemical composition of sidestream smoke (smoke emitted into the environment by a smoker between puffs) is qualitatively similar to the mainstream smoke inhaled by the smoker and that both mainstream and sidestream smoke act as carcinogens in bioassay systems (1). Data on the environmental levels of the components of tobacco smoke and on nicotine absorption in nonsmokers suggest that the nonsmokers are exposed to levels of environmental tobacco smoke (ETS) that would be expected to generate a lung cancer risk. In addition, epidemiological studies of populations exposed to ETS have documented an increased risk for lung cancer in those nonsmokers with increased exposure. Of the 13 epidemiological studies that were available for review in the scientific literature, 11 reported a positive relationship and six of these observed statistically significant results it is rare to have such detailed exposure data or human epidemiologic studies on disease occurrence when attempting to evaluate the low-dose exposure to an agent with established toxicity at higher levels of exposure. The relative abundance of data reviewed in the report, their cohesiveness, and their biologic plausibility allow a judgment that involuntary smoking can cause lung cancer in nonsmokers.

The 1986 Surgeon General's Report comes to three major conclusions:

- **Involuntary smoking is a cause of disease, including lung cancer, in healthy nonsmokers.**
- **Compared with children of nonsmoking parents, children whose parents smoke have an increased frequency of respiratory symptoms and infections. They also have slightly smaller rates of increase in lung functions as the lung matures.**
- **Simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, ETS exposure.**

The report also review policies restricting smoking in public places and the workplace and states that in the 1970's, an increasing number of public and private sector institutions began adopting policies to protect individuals from ETS exposure by restricting the circumstances in which smoking is permitted. Local governments have been enacting smoking ordinances at an increasing rate since 1980. Restrictions on smoking at the workplace have resulted from both governmental action and private initiative, and an increase in workplace smoking policies has been a trend of the 1980s. Laws restricting smoking in public places have been implemented with few problems and at little cost to state and local governments. Public opinion polls document strong and growing support for restricting or banning smoking in a wide range of public places.

The Surgeon General, in his preface to the report states, "Cigarette smoking is an addictive behavior, and the individual smoker must decide whether or not to continue that behavior; however, it is evident from the data presented in this volume that the choice to smoke cannot interfere with the nonsmokers' right to breathe air free of tobacco smoke." *Reported by Office on Smoking and Health, Center for Promotion and Education, CDC.*

Editorial Note: A review recently published by the National Academy of Sciences states that approximately 20% of the estimated 12,200 lung cancer deaths occurring annually in nonsmokers are attributable to environmental tobacco smoke (2). This estimate falls close to the mid-point of the range published by Repace and Lowery, who state that between 500 and 5,000 lung cancer deaths may occur annually as a result of nonsmokers' exposure to tobacco smoke (3). By comparison, figures published in the *Journal of the Air Pollution Control Association* estimate that between 1,300 and 1,700 total cases of cancer resulting from other air pollutants in the general environment occur each year in the United States (4). Thus, while the number of lung cancer deaths that may be related to ETS exposure is small compared with those caused by active smoking, the actual number of lung cancer deaths caused annually by involuntary smoking is large. In addition, ETS causes more cases of cancer annually than many other agents in the general environment that are regulated because of their potential to cause disease.

References

1. Office on Smoking and Health. The health consequences of involuntary smoking: a report of the Surgeon General. Rockville, Maryland: Public Health Service, 1986.
2. National Research Council, National Academy of Sciences. Environmental tobacco smoke: measuring exposures and assessing health effects. Washington DC National Academy Press, 1986.
3. Repace JL, Lowrey AH. A quantitative estimate of nonsmokers' lung cancer risk from passive smoking. Environ Int 1985, 11, 3-22.
4. Thomson VE, Jones A., Haemisegger E., Steigerwald B. The air toxics problem in the United States: an analysis of cancer risk posed by selected air pollutants. J Air Pollut Control Assoc 1985. 35(5).535-40.

CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

POSTERS

Curricular Area: Art / Creative Expression

Grade Level: Fourth Grade

Objective: To provide a creative opportunity for students to express their learnings and attitudes about tobacco use.

Time Needed: 40 Minutes

Materials Needed: Large sheets of construction paper, crayons / colored pencils.
Master Copy of Huff 'N' Puff Story

Activity: After reading the Huff 'N' Puff story out loud, the students will review some of the smoking information learned by brainstorming and recording messages or mottoes about smoking.

Following the brainstorm, students will pick a slogan and draw an illustration of it.

Posters should be displayed throughout the classroom and school.

HUFF 'N' PUFF

One day, while the Big Bad Wolf was watching TV (which he loved) and smoking cigarettes (which he also loved) the announcer broke in with a news flash: **Three Little Pigs have just built a house of straw on Mistake Street!**

The Big Bad Wolf couldn't believe his ears. "A house of straw! THREE little pigs?

He laughed out loud. His long white teeth gleamed.

"On Mistake Street, eh? I'll say it's a mistake."

He leaped out of his chair and began pacing the room. His mouth began to water.

"The thing I love most in the world--even more than watching TV, even more than smoking cigarettes--I LOVE the taste of freshly roasted pig. I'm going to have some. This very day".

He began to laugh again--great gulping, choking guffaws. He laughed so hard that he began to cough. And cough. And cough...

A little while later, the Big Bad Wolf was on his way toward Mistake Street. He moved quickly, nervously, along the shady side of the street, dodging behind trees and fences. He wanted to surprise the Three Little Pigs. So he was very quiet--except for a few coughs here and there, which he couldn't help. And he was almost invisible sneaking through the shadows--except for the telltale smoke from his cigarette, that floated along behind him.

Luckily.

For the Three Little Pigs heard the coughing and saw the smoke rising from behind the fence next door. They knew it was the Big Bad Wolf. They knew he was after them for his dinner.

Squealing with fright, the Three Little Pigs fled into the house, slammed the door and locked it--with two locks. Just in time.

The wolf, a few seconds later, pounded on the door.

"Little Pigs, Little Pigs, let me in," he bellowed.

"Not by the hair of our chinny, chin, chins," they squeaked in terror. The wolf's face appeared at the window, scowling.

"Then I'll huff, and I'll puff, and I'll blow your house in."

The Big Bad Wolf stepped back, stamped out his cigarette, and took a D-E-E-P breath. . . .

To the Three Little Pigs huddled inside, the big deep breath sounded a little rattly and wheezy, but they were terrified anyway.

Then the Big Bad Wolf B-l-e-w o-u-t.

The Three Little Pigs braced themselves for a big wind.

Nothing.

Not even a breeze.

Outside, the Wolf was coughing and gasping.

"Come out, you little pipsqueaks. Or I'll (cough, cough) blow that house to the moon."

The Wolf took another D-E-E-P breath. He couldn't hold on to it, so it came right back as a weak little sputter --p-h-h-h-h-t.

Not a straw quivered.

Now the Three Little Pigs begin to giggle.

Again the Big Bad Wolf huffs and puffs, and tries to suck air into his sickly lungs. He is coughing and wheezing and rattling--and furious! Suddenly he is dizzy, and has no breath--from all that smoking. He falls--splat right on his long, mean-looking snout.

He doesn't get up.

Poor wolf. He's ruined for blowing houses down.

Inside, the Three Little Pigs dance and sing an old favorite:

"Who's afraid of the Big Bad Wolf?"

NOBODY!

Source: The American Cancer Society

TOBACCO PREVENTION CURRICULUM
GRADE 5

LESSON NUMBER	CURRICULUM FOCUS AREA	TOPIC	GRADE 4	GRADE 5	GRADE 6
1	Health / Science	Smoking Cost to My Body and Others		Second Hand Smoke's Effects on My Body	
2	Math	Calculating Tobacco Costs		Calculating How Much Money Smoking Can Cost You	
3	Social Studies	Debunking Tobacco Advertising		Debunking "You've Come a Long Way Baby" and Other Slogans	
4	Language Arts	Letter Writing Activity Written Expression of Tobacco Knowledge and Attitudes		Letters to Legistators	
5	Creative Expression	Graphic Display of Tobacco Use and its Effects		Posters on Second Hand Smoke and its Effects	Rev. 2/94

SECOND HAND SMOKE'S EFFECTS ON MY BODY

Curricular Area: Health/Science

Grade Level: Fifth Grade

Objective: The student will assess their own knowledge and attitude about second hand smoke after learning of the health hazards of tobacco on non-smokers.

Time Needed: 40 Minutes

Materials: Copies of "The Smoke Around You"

Activity: After reading "The Smoke Around You", students will discuss and fill out "The 'Smoke's' on You!"

THE SMOKE AROUND YOU

What Should You Know?

Have you ever breathed the smoke that curls up from the tip of someone's cigarette? Have you ever breathed the smoke exhaled by a smoker? If so, then you have breathed most of the same harmful, cancer-causing parts of smoke inhaled by smokers. As an involuntary smoker--a nonsmoker breathing the smoke from others--you are at increased risk. Former US Surgeon General C. Everett Koop said, "It is now clear that disease risk due to inhalation of tobacco smoke is not limited to the individual who is smoking."

The risk of developing disease depends on the amount of tobacco smoke exposure. As an involuntary smoker, you breathe less tobacco smoke than an active smoker because the smoke mixes with the air around you. But the Environmental Protection Agency estimates that 3,700 lung cancer deaths annually--nearly 3% of the annual lung cancer death toll--have been caused by involuntary smoking.

Involuntary smoking also causes heart disease, aggravates asthmatic conditions, and impairs blood circulation.

Why Should You Know?

The Surgeon General and the National Academy of Sciences recently examined the evidence surrounding involuntary smoking. Both studies agreed:

Exposure to other people's smoke increases the risk of developing lung cancer.

Nonsmoking wives of husbands who smoke have a 30% increased risk of lung cancer compared with women whose husbands don't smoke.

Nonsmokers married to heavy smokers were found to have 2 to 3 times the risk of lung cancer compared with those married to nonsmokers.

Nonsmokers exposed to 20 or more cigarettes a day at home had twice the risk of developing lung cancer.

These studies have focused on people who live with smokers; if you live with just one smoker, you are at risk for lung cancer.

There's also cause for concern in the workplace. Tobacco smoke spreads quickly, and each workday is more than enough time to expose most people within many working environments. Even if you don't sit next to smokers, the smoky air within a building may be harmful.

What About Kids?

Lung cancer is not the only hazard that faces involuntary smokers. For instance, the children of smokers have a greater chance of developing certain illnesses such as:

- colds;
- bronchitis and pneumonia, especially during the first two years of life;
- chronic coughs, especially as children get older;
- ear infections; and
- reduced lung function.

As with adults, the more smoke a child is exposed to, the more that child's risk is increased. Therefore, if it is the smoking parent who handles most of the child care, the child's chances of developing the ailments listed above is greater. And of course, the risk is highest if both parents smoke.

THE 'SMOKE'S' ON YOU!

1. List some of the immediate effects of cigarette smoking on a non-smoker which you have personally experienced. (Odor on clothes/hair; reddened eyes; stuffy nose; coughing; may be accidentally burned; could cause burns to clothes, furniture or car).

____

____

2. List the first five words that come to your mind when you think of someone smoking:

____________________ ____________________

____________________ ____________________

____

3. List the first five words that come to your mind when you hear the phrase "light up a cigarette".

____________________ ____________________

____________________ ____________________

____

4. What attitude do your answers suggest?

____

(Ex: fearful, humorous, angry, confused, sad, embarrassed, etc.).

5. Fill in the blank:

a. When I see someone smoking, I ______________________________
____

b. When I see a teenager or child smoking I ______________________
____

c. I would feel ______________ if my parents found me smoking.

d. So many people smoke, it makes me think ____________________
____

e. If I could say something to smokers and be guaranteed that they would listen, I would say "______________________________
____"

6. a. When other people smoke, it (does, does not) affect me?

b. What happens to me when others smoke around me? __________
____
____

c. I don't want second hand smoke to affect me by making me one of the ______ % of non-smokers who have an increased risk of lung cancer because they live with a smoker.

d. As a kid living with a smoker, I would have a greater chance to develop certain diseases including:

__________________ __________________

__________________ __________________

7. My feelings about people smoking around me:

CALCULATING HOW MUCH MONEY SMOKING CAN COST YOU

Curricular Area: Mathematics

Grade Level: Fifth Grade

Objective: The student will calculate the cost of tobacco use to a non-smoker.

Time Required: 40 Minutes

Materials: Student copies of "Asserting Your Rights As A Non-Smoker" and "I Don't Even Smoke!"

Activity: Students should read "Asserting Your Rights As A Non-Smoker" and then calculate the costs of tobacco use to a non-smoker by filling out "I Don't Even Smoke!"

ASSERTING YOUR RIGHTS AS A NON-SMOKER

Often times non-smokers need to assert their rights to avoid second hand smoke. The dangers of second hand smoke: While smoking has officially been recognized as a cause of lung cancer since 1964, only now are scientists confirming another long suspected tobacco danger - that breathing air containing someone else's smoke (passive smoking) poses many of the same health risks posed by smoking yourself (active smoking).

A preliminary government report* estimated that each year, on a nationwide basis, passive smoking causes...

...2,500 to 3,300 lung deaths,

...150,000 to 300,000 cases of bronchitis, pneumonia and other respiratory tract infections in children under 18 months of age, resulting in 7,500 to 15,000 hospital visits.

...8,000 to 26,000 new cases of childhood asthma. It also exacerbates symptoms in 200,000 to one million children who already have asthma.

...increased prevalence of coughing, wheezing and other respiratory problems in both adults and children.

...fluid in the middle ear, a common reason for operations in young children.

The report also shows a link between maternal smoking and sudden infant death syndrome (SIDS), although it stops short of saying that passive smoking causes SIDS.

---

*Respiratory Health Effects of Passive Smoking: Lung Cancer and Other Disorders, issued May, 1991 by the Environmental Protection Agency.

"I DON'T EVEN SMOKE!"

If you are a non-smoker, there are many costs you pay, not only with your health, but also with your money.

Health costs include:

____

____

____

(refer to "Asserting Your Rights As A Non-Smoker)

Financial costs, or costs in terms of money can really hurt non-smokers.

Calculate the cost of smoking to you as a non-smoker if a smoking friend or relative accidentally burns a hole in your:

1. Your favorite shirt $______________

2. Your best pants $______________

3. Your winter jacket $______________

Total the loss if all three were burned: $______________

If a visiting smoker fell asleep in bed while still smoking a cigarette, the loss would be hard to calculate. List the items and the approximate cost of each item for just one room in your house. Include as many items as you can. Total the approximate cost of the loss of this one room. Multiply by the number of rooms to estimate the total loss of this non-smoker's home.

Room	______________	
		Approximate Cost:
Major Items:	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
Minor Items:	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
	______________	$______________
Total Cost of the Loss of One Room:		$______________
Total Number of Rooms in Your House or Apartment:		X__________
ESTIMATED LOSS OF ENTIRE HOUSE		**$______________**

DEBUNKING "YOU'VE COME A LONG WAY, BABY!" AND OTHER TOBACCO SLOGANS

Curricular Area: Social Studies

Grade Level: Fifth Grade

Objectives: To better understand the social influences that affect behavior and how to maintain objectivity in social choices and rational thought.

Time Needed: 20 Minutes

Materials: Smoking advertisements from magazines.
Student copies of "SLUG THE SLOGAN" Worksheets.

Activity:

1. Students are asked to bring in copies of smoking advertisements from magazines.

2. Compile a list of:
    a. Cigarette brands
    b. Slogans

3. Discuss the advertisements.

    a. Are they misleading?
    b. Which ones suggest positive results of smoking?
    c. How do they convey positive messages? (Pictures of happy, healthy people, etc.)
    d. What are the true results of continued use of these products?

4. Rank the advertisements as to which are most misleading.

"SLUG" THE SLOGAN

Cigarette advertisements suggest positive messages for a product that causes disease. Let's change the slogans to phrases that are more accurate. Write a new version of the following cigarette advertising slogan.

Virginia Slims Says:
"You've Come A Long Way, Baby!"

You Say:

____
____
____
____
____
____

Lucky Strike Says:
"L.S.M.F.T."
("Lucky Strikes Mean Fine Tobacco")

You Say:

L.______________________
S.______________________
M.______________________
F.______________________
T.______________________

LETTERS TO LEGISLATORS

Curricular Area: Language Arts

Grade Level: Fifth Grade

Objective: The student will utilize information about tobacco, advertising and the effects of tobacco usage to express their views and request needed action from their legislators.

Time Needed: 40 Minutes

Materials: Names and addresses of local and/or national legislators.
"The Smoke Around You" Information Sheets
Against the Law? Worksheets

Activity: After re-reading "The Smoke Around You" and completing the Against the Law? Worksheet, students will discuss their ideas about smoking with their classmates, particularly in the area of their views on smoking legislation.

Points of discussion may include:

- Smoking Dangers
- Current Laws
- People's Right to Smoke vs. People's Right to Clean Air
- Ideas about Future Legislation.

Student will write a letter to a legislator expressing their views on tobacco use, and encouraging legislators to consider the views of the younger members of their constituency.

AGAINST THE LAW?

You were just elected to the legislature of your state. As a lawmaker, what do you think you would do about smoking?

		Circle One	
1.	Vote to have warnings on all cigarette packages.	Yes	No
2.	Vote to allow children to smoke.	Yes	No
3.	Vote to allow smoking on airplanes.	Yes	No
4.	Vote to allow smoking in hospitals.	Yes	No
5.	Vote to allow tobacco advertising on television.	Yes	No

You may be a lawmaker one day. Since lawmakers are elected to represent all of us, you should express your views to your lawmakers after learning as much as possible, discussing the information with people you respect, and forming your views carefully.

THE SMOKE AROUND YOU

What Should You Know?

Have you ever breathed the smoke that curls up from the tip of someone's cigarette? Have you ever breathed the smoke exhaled by a smoker? If so, then you have breathed most of the same harmful, cancer-causing parts of smoke inhaled by smokers. As an involuntary smoker--a nonsmoker breathing the smoke from others--you are at increased risk. Former US Surgeon General C. Everett Koop said, "It is now clear that disease risk due to inhalation of tobacco smoke is not limited to the individual who is smoking."

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Nonsmokers married to heavy smokers were found to have 2 to 3 times the risk of lung cancer compared with those married to nonsmokers.

Nonsmokers exposed to 20 or more cigarettes a day at home had twice the risk of developing lung cancer.

These studies have focused on people who live with smokers; if you live with just one smoker, you are at risk for lung cancer.

There's also cause for concern in the workplace. Tobacco smoke spreads quickly, and each workday is more than enough time to expose most people within many working environments. Even if you don't sit next to smokers, the smoky air within a building may be harmful.

What About Kids?

Lung cancer is not the only hazard that faces involuntary smokers. For instance, the children of smokers have a greater chance of developing certain illnesses such as:

- colds;

- bronchitis and pneumonia, especially during the first two years of life;

- chronic coughs, especially as children get older;

- ear infections; and

- reduced lung function.

As with adults, the more smoke a child is exposed to, the more that child's risk is increased. Therefore, if it is the smoking parent who handles most of the child care, the child's chances of developing the ailments listed above is greater. And of course, the risk is highest if both parents smoke.

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POSTERS

Curricular Area: Art / Creative Expression

Grade Level: Fifth Grade

Objective: To provide a creative opportunity for students to express their learnings and attitudes about tobacco use.

Time Needed: 40 Minutes

Materials Needed: Large sheets of construction paper, crayons / colored pencils. Student copies of CHAMPS Smoke-Out Pledge Certificates

Activity: Students will review some of the smoking information learned by brainstorming and recording concerns about smoking.

Following the brainstorm, students will pick a concern and draw an illustration of it.

Posters should be displayed throughout the classroom and school. The students should recite the CHAMPS Smoke-Out Pledge aloud and each sign an individual Smoke-Out Pledge Certificate.

CHAMPS

SMOKE OUT PLEDGE

I make this pledge
To be smoke free.
CHAMPS say that's
The way to be!

Signature ______________________________

Grade ______________________________

School ______________________________

TOBACCO PREVENTION CURRICULUM
GRADE 6

LESSON NUMBER	CURRICULUM FOCUS AREA	TOPIC	GRADE 4	GRADE 5	GRADE 6
1	Health / Science	Smoking Cost to My Body and Others			Smokeless Tobacco's Effects on My Body
2	Math	Calculating Tobacco Costs			Calculating How Smoking Can Cost You Your Life
3	Social Studies	Debunking Tobacco Advertising			Debunking "The Marlboro Man" and Other Images
4	Language Arts	Letter Writing Activity Written Expression of Tobacco Knowledge and Attitudes			Letters to Tobacco Retailers
5	Creative Expression	Graphic Display of Tobacco Use and its Effects			Posters on Smokeless Tobacco and its Effects

Rev. 2/94

SMOKELESS TOBACCO'S EFFECTS ON MY BODY

Curricular Area: Health/Science

Grade Level: Sixth Grade

Objective: The student will identify the effects of smokeless tobacco on the body.

Time Needed: 40 Minutes

Materials: "American Cancer Society report on Smokeless Tobacco and Cancer"
"Chew or Snuff is Real Bad Stuff"
Smokeless Tobacco Crossword Puzzle

Activity: Students will read the American Cancer Society report on Smokeless Tobacco and "Chew or Snuff is Real Bad Stuff" before completing the Smokeless Tobacco Crossword Puzzle.

American Cancer Society

SMOKELESS TOBACCO AND CANCER

Smokeless tobacco use is a major cause of epithelial cancers of the mouth and throat, especially the cheeks and gums. It also causes premalignant dysplastic lesions in the mouth (leukoplakia) and contributes to periodontal disease (gingivitis and gingival recession).

Use of smokeless tobacco has been increasing in recent years, especially among children and young adults. About 10 percent of males over the age of 18 and about 20 percent of males in high school currently use smokeless tobacco. It is used either as chewing tobacco (plug or loose leaf) or finely cut as snuff placed between the gum and cheek.

Regular use of smokeless tobacco leads to nicotine addiction; tobacco leaves contain 1 to 2 percent nicotine. The unsmoked leaf also contains 3 different carcinogenic materials: the aromatic hydrocarbon benzol (a) pyrene, the radionuclide polonium 210, and several varieties of nitrosamines. The nitrosamines, in particular, have been shown to cause oral cancer in experimental animals.

Sources:

American Cancer Society Cancer Risk Report, 1992
JAMA 1986; 255:1038-44.

CHEW OR SNUFF IS REAL BAD STUFF

What Happens When You Chew?
- Mixes with saliva
- Some is spit out
- Some juice is absorbed into lining of the mouth and affects the nervous system

If You Keep Using Chew or Snuff
- Chemicals irritate mouth
- White patches appear
- White patches can lead to cancer of the mouth

Shortly After You Start
- Decreases sense of smell
- Decreases a sense of taste
- Dental problems can develop
- Receding gums
- Bad breath
- Discolored teeth

After "Dipping" for a Longer Period of Time
- Nicotine poisoning
- Sores on gums
- Leukoplakia - Cancer of the Mouth

SIXTH GRADE

Smokeless Tobacco

Crossword Puzzle

First, finish the sentences by choosing the correct words from the list. Then, fit the words into the crossword puzzel.

SELF
NERVOUS
LEUKOPLAKIA
LUNG
TOBACCO
SPIT
SMELL
WHITE
TEETH

DOWN

1. Smokeless tobacco results in a constant need to__________________.

2. Cancer of the mouth is called ______________________________.

3. Another result of smokeless tobacco is discolored __________________.

4. Tobacco juice is absorbed into the mouth and affects the __________________ system.

5. If you use spit tobacco and see a ____________ patch in your mouth, see a doctor right away.

ACROSS

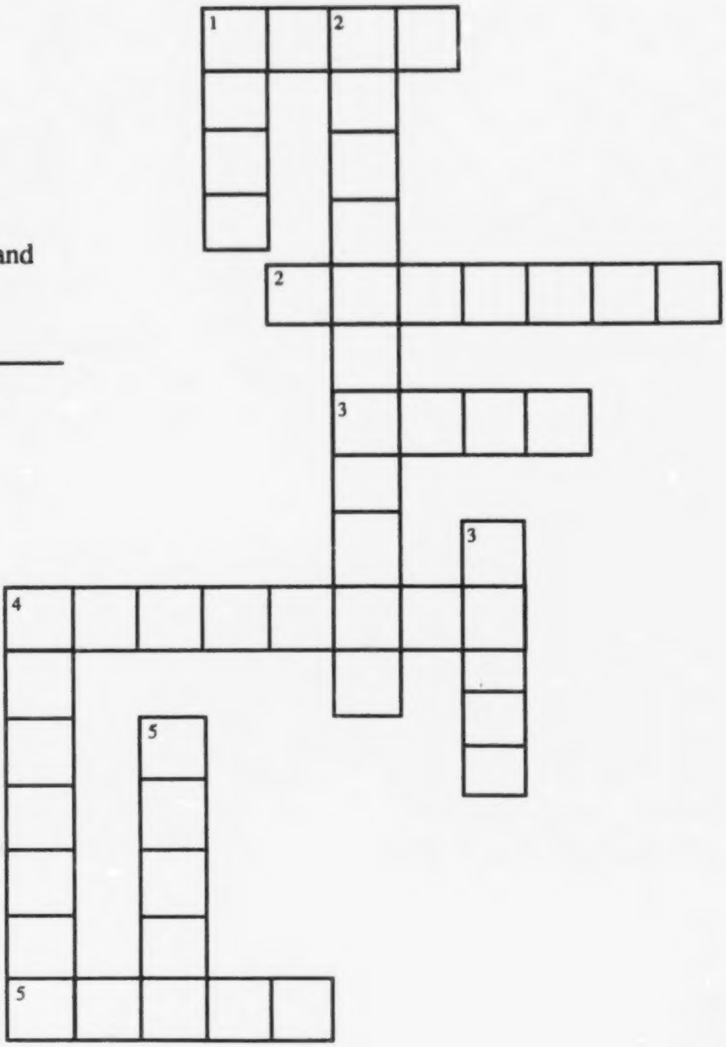
1. To be a leader, you must first lead your ____________________.

2. Spit ____________ is not safer than smoking.

3. Smoking can lead to ____________ cancer.

4. Swallowing tobacco juice can result in ________________.

5. Chew or snuff decreases your sense of taste or __________________.



SIXTH GRADE

Smokeless Tobacco

Crossword Puzzle

First, finish the sentences by choosing the correct words from the list. Then, fit the words into the crossword puzzel.

SELF **LUNG** **SPIT** **WHITE**
NERVOUS **TOBACCO** **SMELL** **TEETH**
LEUKOPLAKIA

DOWN

1. Smokeless tobacco results in a constant need to ________________.

2. Cancer of the mouth is called ________________________.

3. Another result of smokeless tobacco is discolored ________________.

4. Tobacco juice is absorbed in to the mouth and affects the ________________system.

5. If you use spit tobacco and see a __________ patch in your mouth, see a doctor right away.

ACROSS

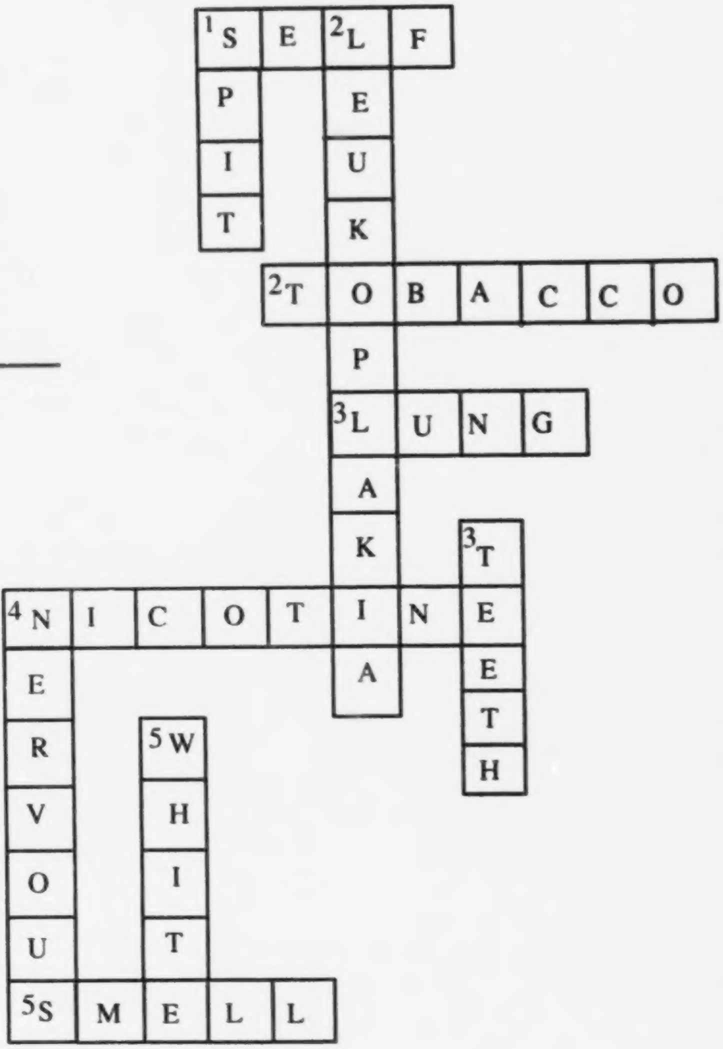
1. To be a leader, you must first lead your ____________________.

2. Spit ____________ is not safer than smoking.

3. Smoking can lead to ____________ cancer.

4. Swallowing tobacco juice can result in ________________.

5. Chew or snuff decreases your sense of taste or ________________.



SIXTH GRADE

Smokeless Tobacco

Crossword Puzzle

First, finish the sentences by choosing the correct words from the list. Then, fit the words into the crossword puzzel.

SELF **LUNG** **SPIT** **WHITE**
NERVOUS **TOBACCO** **SMELL** **TEETH**
LEUKOPLAKIA

DOWN

1. Smokeless tobacco results in a constant need to ________________.

2. Cancer of the mouth is called ________________________.

3. Another result of smokeless tobacco is discolored ______________.

4. Tobacco juice is absorbed in to the mouth and affects the ______________system.

5. If you use spit tobacco and see a __________ patch in your mouth, see a doctor right away.

ACROSS

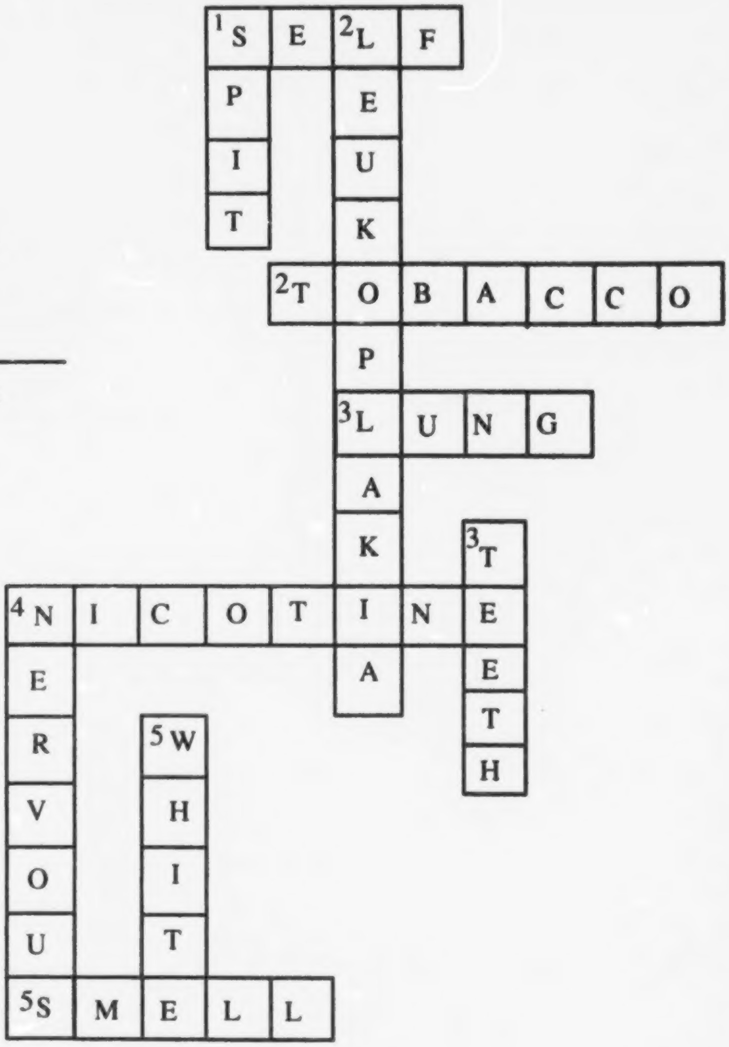
1. To be a leader, you must first lead your __________________.

2. Spit __________ is not safer than smoking.

3. Smoking can lead to __________ cancer.

4. Swallowing tobacco juice can result in ______________.

5. Chew or snuff decreases your sense of taste or ______________.



CALCULATING HOW SMOKING CAN COST YOU YOUR LIFE

Curricular Area: Math

Grade Level: Sixth Grade

Objective: To compute the financial and potentially lethal cost of tobacco use on smokers.

Time Required: 40 Minutes

Materials: Student copies of Ann Landers Article.
Student copies of "Up In Smoke" Worksheets.

Activity: Students will complete the "Up In Smoke" Worksheets.

1. Calculate the daily cost of smoking for a person who smokes 3 packs of cigarettes a day. (Assume cigarettes to cost $2.00 a pack)
2. Calculate the cost of cigarette smoking for a week. (Multiply daily cost by 7 days)
3. Calculate the cost if there are two smokers in the household. (Multiply weekly cost by 2 smokers)
4. How many weeks would it take for this family to spend $168.00?
5. If both smokers gave up smoking and saved that money for a new color television set, which costs $294.00, how long would it take?
6. If both smokers gave up smoking and saved that money for a year (52 weeks), how much money would they save?
   List some things you would like to buy with this amount of money.
7. List some things you would like to buy with this amount of money.
8. What is the ultimate "COST" of smoking? What can you lose besides money, and what are some of the diseases, ailments and pitfalls involved in tobacco use? Explain what you know about tobacco use in a poem of at least 8 lines.

Closing Activity: Read Ann Landers, "What teen can buy if she doesn't smoke".

Discuss

UP IN SMOKE WORKSHEET

Assume that a pack of cigarettes costs $2.00 a pack.

1. Calculate the DAILY cost of smoking for a person who smokes 3 packs of cigarettes a day.

2. Calculate the cost of cigarette smoking for a week.

3. Calculate the cost if there are two smokers in the household.

4. How many weeks would it take for this family to spend $168.00, the approximate cost for a video game player, stereo, or compact disc player? (The family has 2 smokers who each smoke 3 packs of cigarettes a day).

5. If both smokers gave up smoking and saved that money for a new color television set costing $294.00, how long would it take?

6. If both smokers gave up smoking and saved that money for a year (52 weeks), how much money would they save?

7. List some things you would like to buy with this amount of money.

8. What is the ultimate "COST' of smoking? What can you lose besides money, and what are some of the diseases, ailments and pitfalls involved in tobacco use? Explain what you know about tobacco use in a poem of at least 8 lines.

4. How many weeks would it take for this family to spend $168.00, the approximate cost for a video game player, stereo, or compact disc player? (The family has 2 smokers who each smoke 3 packs of cigarettes a day).

5. If both smokers gave up smoking and saved that money for a new color television set costing $294.00, how long would it take?

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7. List some things you would like to buy with this amount of money.

8. What is the ultimate "COST' of smoking? What can you lose besides money, and what are some of the diseases, ailments and pitfalls involved in tobacco use? Explain what you know about tobacco use in a poem of at least 8 lines.

SARASOTA HERALD-TRIBUNE / SUNDAY, APRIL 18, 1993

ANN LANDERS

What teen can buy if she doesn't smoke

Dear Readers: What follows appeared in the spring 1993 issue of the Illinois Farm Bureau Almanac. It was sent by a reader from Toulon, Ill.

Since today's teen-agers are cigarette manufacturers' "market of tomorrow," I decided to run this editorial in the column. Here it is:

Cigarettes: Can You Afford Them?

Sarah was 15 when she began having a cigarette or two with her girlfriends in the school parking lot or at a weekend party. After a few months of bumming cigarettes, she started buying her own and was smoking more than a pack a day within six months.

The American Cancer Society says Sarah is an average smoker — puffing on 23 cigarettes a day. If Sarah were to place all the cigarettes she smoked in a year end to end, their length would be more than 7½ football fields.

If Sarah buys a pack of cigarettes a day for $2, she will spend $14 per week and $728 per year. If she maintains her habit during her sophomore, junior and senior years, she'll spend $2,184.

If Sarah saved the money and spent it on something other than cigarettes, here's what she could buy in *one* year:

- ■ A Sony portable sound system with AM/FM radio, compact disc player, dual reverse cassette player, detachable speakers and remote control: $480 (240 packs of cigarettes).
- ■ A velvet blazer and matching pleated chiffon skirt by Esprit: $194 (97 packs of cigarettes).
- ■ A pair of Levi's 501 button-fly stonewashed jeans: $29.98 (15 packs of cigarettes).
- ■ Def Leppard's "Adrenalize" compact disc: $11.99 (six packs of cigarettes).
- ■ Two movie tickets plus popcorn: $14 (seven packs of cigarettes).

That's 365 packs of cigarettes. Is it worth it? It's up to you to decide.

If Sarah buys a pack of cigarettes a day for $2, she will spend $14 per week and $728 per year.

DEBUNKING THE MARLBARO MAN AND OTHER TOBACCO MYTHS

Curricular Area: Social Studies

Grade Level: Sixth Grade

Objectives: To improve student's ability to discern accurate data from often misleading tobacco advertisements.

Time Needed: 20-30 Minutes

Materials: Tobacco Advertisements from Magazines
Student copies of "The Macho Marlboro Man" Worksheet

Activity: Ask students to bring in tobacco advertisements from magazines, or simply collect a few from home or teacher's lounge.

Display several advertisements and ask the students to consider the "MYTH" that is being portrayed in each advertisement.

Examples include:

ADVERTISEMENT	MYTH
The Marboro Man	Strong Rugged He-Man Healthy Outdoorsman
Virginia Slims Models	Independent Liberated Strong Capable Knows her own mind Young and attractive
Joe Camel	Cool Suave Debonair Lady-Killer

THE MACHO MARLBORO MAN AND OTHER MYTHS

Fill in the following sheet considering the images and realities of smoking advertisements.

Examples:

ADVERTISEMENTS	**MYTH**	**REALITY**
Virginia Slims Models	Independent	Smoking makes you dependent on a substance
	Liberated	Not liberated from cigarettes
	Strong	Weak will power
	Knows her own mind	May have been influenced by Peer Pressure
	Young & Attractive	Will age faster and show unattractive

ADVERTISEMENT	IMAGE	REALITY

LETTER TO TOBACCO RETAILERS

Curricular Area: Language Arts

Grade Level: Sixth Grade

Objectives: The student will impact community norms and availability of tobacco products to minors by expressing their views on tobacco use to local or national retailers.

Time Needed: 40 Minutes

Materials: Student copies of Did You Know? Worksheet.
Names and addresses of local/national retailers and/or phone directories for students to find addresses.

Activity: After reading Did You Know? Worksheet, students and teachers will discuss the issue of cigarette availability, and particularly availability to minors.

Questions to consider:

1. Where can cigarettes and smokeless tobacco be bought?
2. What is the law in your state about minors buying cigarettes and smokeless tobacco?
3. How well is the law enforced?
4. Who is considered a minor?
5. What responsibilities do retailers have in tobacco availability?
6. What would you like to say to the tobacco retailers in your neighborhood? (i.e. grocery stores, convenience markets, drug stores, gas stations)

Students will select a retailer and express their views about smoking, its effects, and the responsible role they would like to see played by the retailer regarding cigarette availability and particularly availability to minor children, including teenagers.

DID YOU KNOW?

That in 1927, F.E. Tylecole, a British doctor, reported that in every one of his cases of lung cancer the patient smoked???

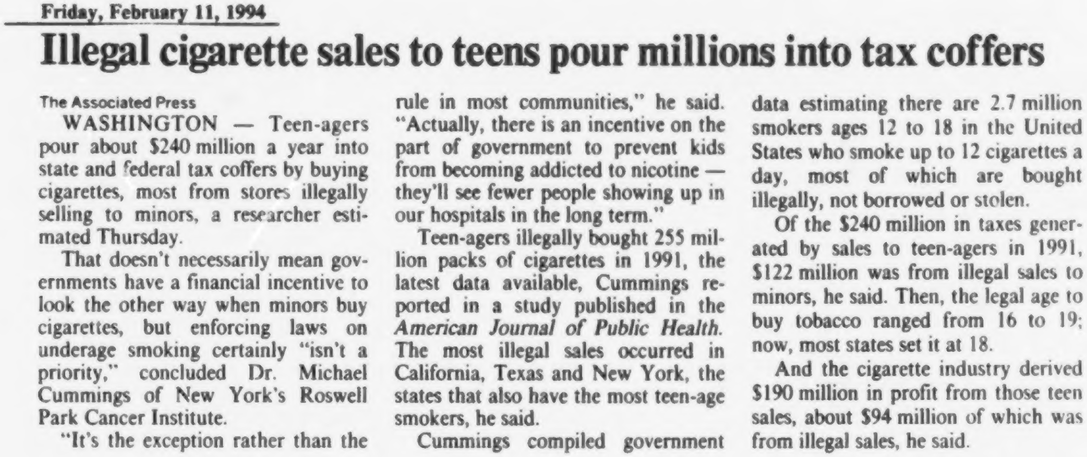
That in 1938 a Johns Hopkins University study found that 66% of all non-smokers lived beyond age 60, . . . but only 46% of heavy smokers did!?

That in 1954 the American Cancer Society reported that the death rate from cancer in male smokers is 75% higher than for non-smokers?

That in 1971 the U.S. Congress required that a warning be printed on every cigarette pack and prohibited television and radio advertising??

That 400,000 Americans die every year from smoking and that the average male smoker is 15 times more likely to die from lung cancer than the average non-smoker?!?

That second hand smoke causes cancer and that 3,500 infants die each year because their mothers smoked during pregnancy?



Friday, February 11, 1994

Illegal cigarette sales to teens pour millions into tax coffers

The Associated Press

WASHINGTON — Teen-agers pour about $240 million a year into state and federal tax coffers by buying cigarettes, most from stores illegally selling to minors, a researcher estimated Thursday.

That doesn't necessarily mean governments have a financial incentive to look the other way when minors buy cigarettes, but enforcing laws on underage smoking certainly "isn't a priority," concluded Dr. Michael Cummings of New York's Roswell Park Cancer Institute.

"It's the exception rather than the rule in most communities," he said. "Actually, there is an incentive on the part of government to prevent kids from becoming addicted to nicotine — they'll see fewer people showing up in our hospitals in the long term."

Teen-agers illegally bought 255 million packs of cigarettes in 1991, the latest data available, Cummings reported in a study published in the *American Journal of Public Health.* The most illegal sales occurred in California, Texas and New York, the states that also have the most teen-age smokers, he said.

Cummings compiled government data estimating there are 2.7 million smokers ages 12 to 18 in the United States who smoke up to 12 cigarettes a day, most of which are bought illegally, not borrowed or stolen.

Of the $240 million in taxes generated by sales to teen-agers in 1991, $122 million was from illegal sales to minors, he said. Then, the legal age to buy tobacco ranged from 16 to 19; now, most states set it at 18.

And the cigarette industry derived $190 million in profit from those teen sales, about $94 million of which was from illegal sales, he said.

POSTERS

Curricular Area: Art / Creative Expression

Grade Level: Sixth Grade

Objective: To provide a creative opportunity for students to express their learnings and attitudes about tobacco use.

Time Needed: 40 Minutes

Materials Needed: Large sheets of construction paper, crayons / colored pencils.

Activity: Students will review some of the smoking information learned by brainstorming and recording messages to teach about the dangers of smoking.

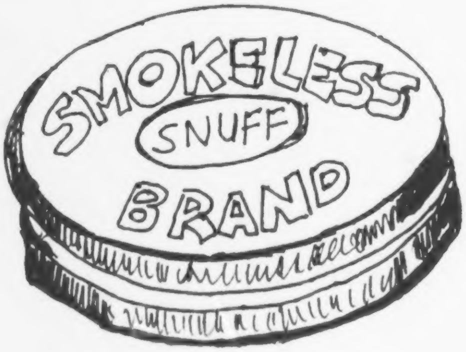
Following the brainstorm, students will pick a message and draw an illustration of it.

Posters should be displayed throughout the classroom and school.

SAMPLE POSTER

QUESTION:

What can cause cancer, gum disease, and mouth sores, cost a bundle, ruin your looks,and make your blood pressure go up?

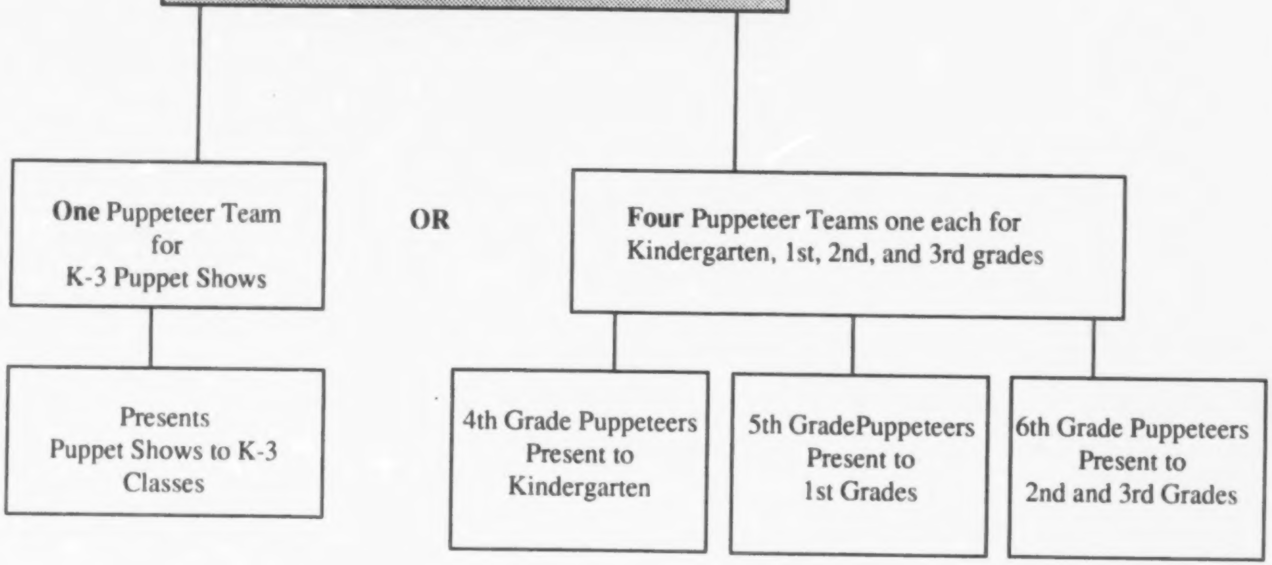


ANSWER:

This can:

CHAMPS
PUPPETEER
TRAINING

Tobacco Prevention Puppeteer Team



One Puppeteer Team for K-3 Puppet Shows
Presents Puppet Shows to K-3 Classes
OR
Four Puppeteer Teams one each for Kindergarten, 1st, 2nd, and 3rd grades
4th Grade Puppeteers Present to Kindergarten
5th GradePuppeteers Present to 1st Grades
6th Grade Puppeteers Present to 2nd and 3rd Grades

Note: For K-5 schools, two 4th grade teams present to Kindergarten and 1st grade, while two 5th grade teams present to 2nd and 3rd grades.

Rev. 2/94

INTERMEDIATE GRADES

CHAMPS PUPPETEER TRAINING FOR TOBACCO PREVENTION

• CHAMPS PUPPETEERS

CHAMPS Puppeteers are fourth and fifth graders in a K-5 school or fourth, fifth and sixth grade students in a K-6 school. For other school configurations (K-8, K-4/5-8, etc.) see Section IV. CHAMPS puppeteering provides an opportunity for students to use their leadership skills to positively influence their school. All students receive the Tobacco Prevention training, although the students who are selected to train the younger students may include only a portion of those trained.

• CHAMPS ADULT PREVENTION TEAM

The Prevention Team or CHAMPS Coordinator will need approximately two hours to train the students and puppeteers. This time will include an orientation to Tobacco information, an overview of K-3 scripts and activities, and an opportunity to practice the K-3 lessons in small groups.

• CHAMPS TOBACCO PREVENTION PUPPETEER TRAINING

I. Introduction to CHAMPS Tobacco Training (45 minutes)
    - Orientation to Tobacco Information
II. Organizing Grade Level Training Groups (15-20 minutes)
    - Overview of K-3 Scripts and Activities
III. Rehearsal (40 minutes)
    - Practice in Small Groups
IV. Feedback and Applications (10 minutes)

EACH SECTION IS DETAILED FOR YOU AS FOLLOWS:

I. INTRODUCTION TO CHAMPS TOBACCO PREVENTION TRAINING

Welcome (time estimate: three minutes)

Welcome CHAMPS by saying: "As CHAMPS, it is important to get together to commit ourselves as peer leaders. Welcome to CHAMPS. Here you will have an opportunity to be leaders in your school and teach important messages to others".
Points to include:

- Everyone is a leader, a Champion.
- Must begin by becoming a Champion of myself.
- School is pleased to offer this opportunity to the "Leaders of the School", those students who are looked up to by the younger students.
- Today will be both fun and challenging.

CHAMPS Name and Significance

Practice out loud all together:

CHAMPS means:
Champs
Have
And
Model
Positive Peer
Skills

- Introduce CHAMPS by asking if anyone knows what CHAMPS means. Call on someone who does.
- Ask all the students to join in calling out the acronym for CHAMPS as you point to each word.
- Do this two to three times, then flip sign out of sight and ask students to chant what CHAMPS means one more
- Ask for one to two students who think they know the significance of CHAMPS to:
  -Stand
  -State significance of CHAMPS
- Applaud each one.

What are CHAMPS? (Brainstorm and report out on newsprint.)

What does it mean to be a Peer Leader? To be a Positive Role Model?

A New Responsibility

Explain to CHAMPS that they are leaders in their school in many ways. Give some examples of ways CHAMPS have shown leadership in their school or responsibilities they have carried out. Today they will be trained to carry out a NewResponsibility. As CHAMPS, they will be given the chance to help younger children learn about and stay safe from a life threatening habit.

The New Challenge

Ask whether they are willing to accept this important new challenge to be peer leaders for the younger children in their school. Say: "Are you willing to become peer leaders in the fight against drugs?" "Are you willing to become drug aware?" Are you willing to help keep young children safe from drugs?" "Are you willing to be a positive role model against drugs yourself?" Wait for a positive response from students after asking each Challenge Question.

Tobacco Prevention Presentation

Choose one of the following three options:

- Overhead Presentation
- Puppet Presentation
- Video Presentation

Overhead Presentation

Conduct Tobacco Use Overhead Presentation as outlined in Section VI. Ask a local health professional or identify a staff member to conduct the presentation. Explain that it is short, but contains very important information which they will be responsible to help teach to younger children. Mention to students that they will see and hear information that requires their maturity and leadership as positive role models to other CHAMPS.

Conduct Tobacco Use Overhead Presentation
(10-15 minutes)

Puppet Presentation

Introduce the third grade puppet presentation by explaining that this is a sample of the kind of information that all grades will receive from the Puppeteers. Explain that it is short, but contains very important information which they will be responsible to help teach to younger children. Mention to students that they will see and hear information that requires their maturity and leadership as positive role models to other CHAMPS.

Conduct Third Grade Puppet Presentation
(7 minutes)

Ask for questions, comments, reactions. Allow for questions as time allows.

Video Presentation

Introduce an age appropriate video by explaining that it is short, but contains very important information which they will be responsible to help teach to younger children. Mention to students that they will see and hear information that requires their maturity and leadership as positive role models to other CHAMPS.

Choose a video from the following suggested list, or preview and show one of your own choosing:

Tobacco and You - Appropriate upper elementary.

Interweaves a TV talk show on tobacco's health dangers with interviews with young people. Teen smoking is neither "cool, sexy, nor grow-up, but is instead a non-glamorous and socially offensive habit that is very hard to break. Noting that three out of four teens do not smoke, advises that the best way to overcome a nicotine addiction is never to use tobacco in the first place.

Sunburst Communications
39 Washington Avenue
P.O. Box 40
Pleasantville, N.Y. 10570-9971

Smoking: Following The Crowd - Appropriate upper elementary - 15 minutes.

A colorful, fast moving animated video which realistically looks at why young people take up the dangerous addictive habit of smoking.

Health EDCO
A Division of WRS Group, Inc.
P.O. Box 21207
Waco, TX 76702-1207

Bilal's Dream Video

Combines rap, music and fantasy court room scenes to convey the non-smoking message. Presents critical medical information in a clear, easy to understand way.

Durrin Productions, Inc.
Can be ordered from : ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830

Saying No - You Can Choose

Video involving kids and their thoughts about smoking. Video gives viewers ways to say no to smoking and other risky behaviors.

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
1-800-321-4407

Ask for questions, comments, reactions. Allow for questions as time allows.

Role of CHAMPS Puppeteers And Directors

Explain to students that those selected will be going into K-3 grade classrooms to conduct a short puppet show with Guy N. Halen, Ashley Burns, and Zippo, the "CHAMPS" Puppets. They will have a script, puppets and puppet stage and will take approximately 5-15 minutes to perform their presentation. Explain that there will be a related activity for the younger students to do following each scripted show. Two or three students identified as CHAMPS Directors will take primary responsibility for the activity, while three CHAMPS Puppeteers will actually conduct the show. Tell the CHAMPS students that the lessons are all appropriate for the age of the kindergarten through 3rd graders and last about 5-15 minutes in total time.

Sample Puppet Show

Facilitators present sample puppet show with pre-recorded script to all students. Tell students that the sample show is for first grade and that each of the shows is different but with the same characters.

II. ORGANIZING GRADE LEVEL TRAINING GROUPS

Divide students evenly into 4 groups, with one adult facilitator per group.

Group One = Kindergarten
Group Two = 1st grade
Group Three = 2nd grade
Group Four = 3rd grade

Give students two simple instructions about puppetry: (refer to Section VI, The Puppets: Techniques You Need To Know And More)

1. Proper Hand Position
2. Good Lip Synchronization

Refer to "Basic Techniques of Manipulation" in this manual.

Pass out grade level script to each student. In trio's allow all group members to read and practice their script aloud.

III. REHEARSAL

Allow about 15-20 minutes for students to practice puppet show and presentation of grade level activity. Adult facilitator in charge of each group should encourage positive peer feedback and suggestions . Rehearsal is done without the actual puppets or stage, practicing proper hand position and lip sync. If time allows, students may begin to do the activity for their assigned grade level.

Alternate Suggestion

Collect as many hand puppets as possible (prior to the training days) from homes and classrooms. Allow students to present with a variety of "stand-ins."

Second Alternate Suggestion

Provide students with materials to make single puppets during rehearsal time. Materials might include paper lunch bags, tube socks, markers, felt, glue, yarn, etc.

IV. FEEDBACK AND APPLICATIONS

Set up a positive atmosphere for feedback by asking all students to think of at least one thing they liked about their presentation and how their fellow classmates performed. Ask peers to comment out loud about the positive things they noticed.

•APPLICATION TO BECOME A CHAMP PUPPETEER

Students may take and fill out an application to become a CHAMP Puppeteer. Applications should be signed by the student's parent and classroom teacher as well as themselves. They should be returned the following day to any Prevention Team Member. Applications should be screened to consider an appropriate mix of students, gender, ethnic background, time availability and ability to miss class occasionally.

CHAMPS Puppeteer Application

____
NAME

____
TEACHER

Why do you want to be a CHAMPS Puppeteer?

____

____

____

When would you be available to practice?

before school __________ during lunch ______________

after school ______________

What have you done or are willing to do to be a positive role model at your school?______________________________________

____

____

How active have you been in your CHAMPS program. (Please Describe)

____

____

____

Please have parents and teacher sign. Return to your teacher.

____________________ Parent Signature

____________________ Teacher Signature

____________________ Student Signature

CHAMPS PUPPETEER TEAM OPTIONS

Following are a series of options for operating puppeteer teams in your setting. Obviously the more students who are involved in the Tobacco Prevention presentations the better the "peer process" works. We want to give you several options, however, so you can select the one that will work best for you.

- **OPTION ONE: CHAMPS PUPPETEER TEAM**

  A team of 5-10 students who have leadership qualities would become the CHAMPS Puppeteer Team for your campus/organization. This team is responsible for conducting the K-3 lessons for each grade level class. They prepare for each grade level presentation and then present to each class separately, or have all classes from one grade level come to a specific location (cafeteria, multi-purpose room, etc.) for a large group presentation. The activities that follow the puppet presentation can be done in the large group or back in the respective classrooms.

  One adult facilitator is needed to work with the CHAMPS Puppeteer Team.

- **OPTION TWO:**

  Four teams are trained, 5-8 members on each team. One team each handles the K-3 lessons and puppet presentation. Adult facilitators are needed to work with the puppeteer teams. Each team prepares for its grade level. They may present to each class separately, or have all classes from one grade level come to a central location for a large group presentation. The activities that follow the puppet presentation are done in the large group or back in the classroom. A schedule is devised for practice and presentations so that the kit can be shared by the teams. Each team prepares and delivers their grade level puppet presentations. This option involves more peer leaders, but the benefits are greatly enhanced as more students have the opportunity to serve their school.

IMPLEMENTING CHAMPS TOBACCO USE PREVENTION WITH OTHER SCHOOL CONFIGURATIONS

We realize that your school configurations may vary (K-8, K-4, 5-8, etc.). Please consider the spirit of the CHAMPS Elementary Tobacco Prevention Program and make the minor adjustments and adaptations to make this program work for you.

Example: In a K-8 school setting, selected 7th and 8th graders could be the puppeteer team as well as assist with the 6th grade training.

In a K-4 school have the 4th graders become the puppeteers.

The most important thing is to use the peer approach and get the age appropriate lessons to each grade level student so that they may learn the facts and precautions to keep themselves safe from this deadly habit.

IMPLEMENTING CHAMPS TOBACCO PREVENTION WITH COMMUNITY SERVICE ORGANIZATIONS

4-H, YMCA, YWCA, Campfire Boys & Girls, Girl Scouts, Boy Scouts, Boys & Girls Club, etc.

Youth service organizations around the country have made beautiful adaptations of the CHAMPS Peer Leadership Program to work very effectively within their various group settings.

Organizations have implemented "CHAMPS CAMPS", where along with their normal camp activities they have introduced life skills training, using older students to work with younger students. These organizations have successfully linked with schools in their service area and provided additional after school and summer reinforcement.

Many of these service organizations hold summer camp sessions, after school care programs, and various services for youngsters. They now have the opportunity to use this peer approach to present Tobacco Use Prevention education to youngsters. Older students can form the puppeteer teams and teach their younger peers.

SETTING UP YOUR TOBACCO PREVENTION PUPPETEER TEAMS

The Tobacco Prevention Puppeteer Team is most effective when older children are the puppeteers for younger children. This holds true, whether it works best for you to have **one** puppeteer team or **four** teams. In an elementary school, **one** team of 4th-6th graders can practice and present all the K-3 puppet shows. Another option, which includes more students, is to utilize **four** teams, one for each grade K-3. The chart on page 144 depicts both of these arrangements.

Note: For elementary schools including grades K-5, two teams of puppeteers from the fourth grade present to the kindergarten and first grade, while two teams of 5th graders present to second and third graders.

PREPARING A MIDDLE SCHOOL/HIGH SCHOOL PUPPETEER TEAM

Rather than using 5th or 6th grades, some districts may opt to use middle or high school age youth to present the puppet shows and conduct activities with feeder elementary schools.

"Kids Listen to Kids, No Matter What" students need to be aware that younger peers look up to them and are sincerely impressed by what they say. These older students are bringing a very important message.

Smoking is the single greatest cause of preventable death in our country. Almost half a million people will die this year from smoking, and most smokers begin as adolescents or pre-adolescents.

As pre-teens, young people begin to feel the pressures to start smoking, and these pressures come from their friends. If older peers can help younger students decide not to smoke, they can literally save their lives. The smoking industry is trying to make money. Everyday they have to replace 2,000 smokers with very young smokers because 2,000 smokers per day quit smoking or die.

Steps to consider as you prepare your puppeteer team(s):

- Select non-smoking student role models to serve on the puppeteer team.
- In-service these selected students on the subject of tobacco prevention. You may select specific information from "The Facts" section of this manual, as well as use the overhead presentation. These materials are located in Section VI.
- Discuss Role of CHAMPS Puppeteers And Directors

  Explain to students that those selected will be going into K-3 grade classrooms to conduct a short puppet show with Guy N. Halen, Ashley Burns, and Zippo, the "CHAMPS" Puppets. They will have a script, puppets and puppet stage and will take approximately 5-15 minutes to perform their presentation. Explain that there will be a related activity for the younger students to do following each scripted show. Two or three students identified as CHAMPS Directors will take primary responsibility for the activity, while three CHAMPS Puppeteers will actually conduct the show. Tell the CHAMPS students that the lessons are all appropriate for the age of the kindergarten through 3rd graders and last about 5-15 minutes in total time.

- Organize grade level training groups.
- One puppeteer team can conduct all of the K-3 grade level shows and activities, or more teams can be formed by simply dividing the grade level assignments.
- Demonstrate a sample puppet show for the students.
- Set up rehearsal times and schedule shows with elementary school(s).

SECTION V

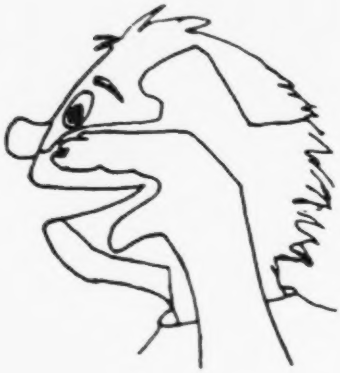
THE PUPPETS:

Techniques
You Need
To Know
and
More

BASIC TECHNIQUES OF MANIPULATION

1. Be sure that your puppeteers know the correct way to hold their puppets. Insert one hand through the body of the puppet and into the mouth. Your hand should feel comfortable with four fingers in the roof of the mouth and the thumb in the jaw below. (See illustration A) Both the fingers and the thumb should be touching the cloth-covered mouth.

Illustration A



2. Correct mouth action is necessary in good puppetry. Synchronize the opening of the puppet's mouth with the spoken word. Avoid moving the mouth at random during a sentence. Do not open the mouth all the way with each word. Save the wide openings for exaggerated or loud expressions. Practice opening the puppet's mouth by moving your thumb downward without moving your fingers upward.

3. Eye contact is very important. Remember to look at the audience regularly. If your stage is elevated, you will want your puppets to look down a little more than usual. This will ensure more effective eye contact with your audience.

4. If you want your puppet to appear natural, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floor and the hand held level. This position requires a firm yet relaxed appearance when done correctly. Do not allow puppet to lean from side to side nor lean on the stage. Poor posture is annoying and will detract from the show.

5. In order to make your puppet enter and exit correctly, he must appear as if he or she is walking up or down a flight of stairs. The puppet should never appear or disappear suddenly. This movement uses the whole arm and requires the puppeteer to keep his forearm straight up and down while the wrist remains relaxed. Using a fluid motion, the puppeteer moves forward as he "bounces" the puppet onto the stage. With each bounce of the arm, the puppet comes more fully into view. When the puppet leaves the stage, this process is reversed. Simply nodding the puppet's head, as he enters or exits, is not sufficient to give the impression of stairs. Walking across the stage is similar to entering and exiting. The puppeteer makes short, brief bounces without raising or lowering the average stage level of the puppet.

HOW TO DEVELOP A GOOD SHOW

PUPPET PRACTICE

Practice for:

1. Good Lip Sync

2. Entrances / Exits / Eye Contact

3. Personality Development

WAYS TO PRACTICE / IMPROVE SKILLS

1. Sit in circle without puppets.
   Count to 100 out loud (whole group)
   Lip sync with hands. Watch each other.

2. Sit in circle with puppets.
   Act out a particular emotion, behavior, character trait.
   Watch each other.

3. Watch Sesame Street for:
   - Lip Sync of Puppets
   - Entrances / Exits of Puppets
   - Eye Contact of Puppets
   - Personality of Puppets

HOW TO MAKE PUPPETRY A PART OF OTHER PEER EFFORTS

Once you have completed the Tobacco Prevention presentations with each grade level, other applications and uses for the puppets are endless. You now have a trained puppeteer team (or teams) that are most likely very anxious to continue their puppeteering!

In Section VI of this manual, you will find detailed information about Advanced Puppetry Techniques, including: script writing, voice characterization, pre-recording your shows, and directing your own shows.

We hope the following ideas will pique your interest in continued use of the puppets and the peer approach.

IDEAS AND SUGGESTIONS

- Students write scripts on other topics, pre-record, and present to younger students. Topics could include: self esteem, decision making, safety, why you shouldn't smoke, or other subjects of interest.
- Students can present puppet presentations to children's hospital wards, nursing homes and pre-schools as community service projects.
- Students can deliver needed messages at school assemblies using the power of the puppets to communicate on topics such as:
    - Behavior on the playground
    - Attendance
    - Tardiness
    - Classroom conduct
- Students can introduce the Tobacco Prevention Program and introduce other programs to parents at an Open House/Parent Orientation Night, or PTA Meeting.
- Students can perform the Tobacco Prevention lessons for a school board meeting.
- The puppets should be displayed from time to time in your school office or other prominent place to promote interest in the Tobacco Prevention Program.

HAVE FUN AND ENJOY!

ADVANCED PUPPETRY TECHNIQUES

Script Writing

Script writing is an important aspect of puppetry which cannot be overemphasized. Puppets are, after all, just like any other performers who are dependent on their lines for a successful performance. Star actors and actresses read scripts which are offered to them and are quite selective about which ones they choose to perform. They recognize that a quality performance is not enough to overcome a seriously deficient script. Puppets, of course, do not have this advantage. For this reason, it is imperative that the puppet director screen each script and insist upon quality material before allowing it to be performed.

Several factors influence the suitability of a script and must be kept in mind during its development. These factors form an excellent framework within which the creative puppeteer or script writer can fabricate an entertaining program.

1. One of the most important considerations in script writing is to ensure that the vocabulary is s suitable for the age level and educational background of the audience. The use of vocabulary which the audience is not able to understand results in attention shifting away from the puppets, and the puppet show fails to accomplish its goal. Make sure the words and content of the script are easily understood by the audience.
2. Puppets will frequently become behavior models for younger audiences. That is, they will often imitate the behavior of the puppets or copy their vocabulary. It is important, therefore, to realize this and write the script accordingly. Violence of any sort should not be included in the play if it may lead to aggressive behavior by the children. Also, phrases and words such as "stupid", "dumb", and "shut up" serve no useful purpose and should not be included. This may seem like a trivial point, but the influence of puppets, like that of television and other communications tools, is dramatic and must be controlled.
3. The length of the plays is very important. A frequent mistake made by many puppet teams is the production of plays which seemingly never end. When writing puppet plays, always keep in mind that the success of puppets lies in their ability to command the attention of the audience. Overly long plays destroy this ability. It is better to leave audiences wanting to see more than to have them feel they should have left early. A general rule for the length of the puppet plays is:

Primary (grades 1 - 3) -- less than six minutes
Junior (grades 4 - 6) -- 6 - 8 minutes
Junior High --- 10 - 12 minutes
High School and Adults --- up to 15 minutes

Note: This time length rule does not apply to musicals and variety shows, since these types of shows are viewed as many short numbers, as opposed to one continuous script.

4. Length of individual lines is also something to watch in your plays. Do not have extended monologues or the audience will become bored and lose interest in the play. Dialogue should be brief and stress back-and-forth interaction among the puppet participants.
5. Scripts for puppets must be relatively simple. Do not attempt to become too complex by introducing subplots or involved characters. Each puppet play should be restricted to one theme. Instructional puppetry should not attempt to teach both vowels and numbers in the same play. The two concepts should be separated in different plays with at least slightly changed formats.
6. Puppet shows require action. Plays should be written with this in mind. The scriptwriter should visualize onstage action as the play is being written to ensure a good flow of action throughout the play. (Caution should be exercised, however, to keep from having competing forms of action onstage at the same time.)
7. No more than three of four puppets should be onstage at one time unless musical numbers are being performed. Scripts should be written to have puppets enter and exit in order to keep this maximum number under control.
8. If intermissions are necessary to change sets or puppets, make them as brief as possible to keep from harming the atmosphere created by the puppets. Scripts should be written to keep intermissions to a minimum.
9. When puppet characters are developed for permanent use by a puppet team, the scriptwriters will need to be aware of these personalities in order to consistently present each personality from one play to the next.
10. Don't forget the humor. Puppets naturally make your audience want to laugh. It is important that you allow them to. Always try to write some humor into your scripts. It may be in the form of a joke, puns, slapstick or even the absurd. Remember, though, just as in vocabulary, that the humor must fit the audience.

Voice Characterization

One of the most important factors in a live puppet show is the proficiency of the puppeteer in their voice characterization. The voice of a character does much in establishing exactly what sort of personality he has. In fact, the sound of a character's voice is so important that many people earn a living by supplying special voices for cartoons, commercials, radio dramas, and documentaries. Some notable "voice" personalities are: Mel Blanc (Warner Brothers Cartoons), June Foray (Jay Ward Productions), Paul Winchell (well-known ventriloquist, known also as the voice of Dow Bathroom Cleaner's "Scrubbing Bubbles"), Alan Dinehart (Hanna-Barbera Cartoons; PPI Bible Truths 3, 4, & 5), Hal Smith (PPI Bible Truths 3, 4 & 5; various commercials; several Christian musicals published by Zondervan), and William Conrad (radio's original Marshall Dillon, cartoons, documentaries).

Voice work is something which requires determination, concentration, and a lack of inhibition. One must get rid of the feeling of self-consciousness before he or she can become proficient in voice characterization.

The first step in beginning voice work is study -- not of books, but voices. Listen to the voices on Saturday morning cartoons. There are many in which one person does two or three voices. See if you can pick out the voices done by one person. This separating process will help you to see that, with only slight variations, many different voices are possible. It will also help you to learn the different ways of altering a voice.

The human voice is capable of a staggering number of different sounds. This ability is what makes voice characterization possible. You must learn to combine these different sounds together in order to be successful. Remember that "practice makes perfect." It is also important to note that it is not necessary to affect your voice so much that no one recognizes it as yours. You can rest assured that Mel Blanc's close friends and relatives can pick his voice out of a crowd. This will probably also be true for you. The test is not whether anyone can recognize you, but rather whether the voice is believable. Listed below are various ways in which you can alter your voice.

METHODS OF VOICE ALTERATION

1. Pitch: By raising or lowering the pitch of your voice, the gender (male or female), age, or relative size and strength of the character can be altered. Remember that the entire tonality of the voice must be adjusted and that the normal variances in pitch which accompany everyday speech must be maintained in the new voice.
2. Quality: The quality of the voice is that which demonstrates the difference between people. Line up any group of people, and you will find that the main part of their voice which separates them from everyone else is the quality. The quality of the voice is the underlying tone. Some examples of different qualities are:

   NASAL -- Running all the sound through the nose. Try to keep a minimum of air from escaping through the mouth.

   STUFFY -- Running all the sound through the mouth. Try to keep a minimum of air from escaping through the nose.

   BREATHY -- Using much more air than normal in the pronunciation of each word, as though trying to blow out a candle while speaking.

   WHEEZY -- Using much less air than normal in the pronunciation of each word. Requires constriction of the throat during speech.

   GRAVELLY -- Extremely throaty pronunciation. This variation can be painful if used for an extended period. Requires rasping of voice.

   CLEAR -- Use normal air flow and throat.
3. Pronunciation: Differences in locale, personality, apparent intelligence, mood, or ethnic origin are all established by the pronunciation of the words. For example, you would slur the speech of a character whom you intended to be recognized as one lacking intelligence, while an inventor/genius-type character would be presented with a highly articulate speech pattern. Characters from foreign lands should, by rights, have an appropriate accent. NOTE: If you have trouble doing accents properly, it is best to stay away from them. Some examples of different pronunciations are:

SLUR -- Tying words together while de-emphasizing ending consonants. Gives character a lazy or uneducated sound.
ARTICULATE -- Distinct separation between words and accented final consonants. Gives character a nit-picking or intelligent quality.
DRAWL -- Slow delivery of vowel sounds. Emphasize pitch variations on vowels. Gives character a "country" or southern sound.

Pre-Recording Your Shows

Why pre-record? Well, there are a number of good reasons. When your show is pre-taped, all sound effects, music and dialogue will be on time and audible. It makes no difference if your puppeteers have sore throats or for some other reason cannot do a puppet voice. It will be right there, exactly the same, every time, on the tape.

Another advantage to pre-recording is the fact that your audio set-up would not require the use of several microphones at a performance. Simply plug the tape deck into the amplifier and away you go.

But, perhaps the most important reason for taping your shows is the fact that you will be eliminating the possibility of missed cues and mixed-up lines. Few things can be as frustrating as having a script flounder because one puppeteer forgot his or her line or gave the wrong cue.

There is no need to be frightened by the thought of taping your shows yourself. In fact, recording your own tapes can be an exciting and rewarding experience for both you and your puppet team. The following suggestions can help you produce quality tapes.

Most people do not have access to several microphones, a mixer, and a multi-track recorder. However, quality tapes can be produced simply with one microphone and a cassette recorder. Of course, good tapes (TDK, Maxell, etc.) and a good microphone (Shure Dynamics) are a must for quality recording. Any microphone can be plugged directly into your cassette player using a combination of adapters, which can be bought at most stereo or electronics stores (a transformer is not necessary).

The room in which you record has a great deal to do with the quality of your finished tape. Find a small room with thick carpet and lots of drapes, if possible. Select the wall with the most curtain area as your wall to record against. Assemble a collection of pillows and blankets (the thicker, the better) and decide on a way to suspend them at microphone level against the selected wall, to aid in reducing the echo in the room. The more you use, the better your results will be. This is known as "treating the wall".

Next place your microphone(s) within four feet of the treated wall, giving just enough room for your "voice" people to stand between the microphone and wall. If more than two people are assigned to one microphone, it is best to have them stand in such a way as to permit the quiet movement of "voices" in front of the microphone to speak their lines. They should stand between 8 to 12 inches from the microphone (except when special distant effects are desired). A windscreen should be used on the microphone to prevent "popping" on such letters as P and B. If one is not available, a piece of 1/2" to 1" thick foam rubber can be placed over the microphone with a rubber band. Also, remind the "voices" to minimize the P's and B's so they are not so explosive.

The recording level should be checked for each "voice" at the exact speaking level and distance from the microphone to be used during the recording. Most cassette tape decks have a pause button so that the record button can be pushed and the input level monitored on the meter (if your machine has one) without actually recording. Adjust the level of each voice by either moving the record level on the tape deck, changing their distance from the microphone, or having them speak louder or softer. The level should be where the needle barely reaches the red at the loudest points.

Fadeouts can be achieved by simply moving away from the microphone and speaking more softly, or slowly turning the record level down at endings. To fade in, just reverse the process. You will need to have your "voices" practice this until the desired effect is achieved.

After recording, check the tape by using headphones or a speaker system to make sure the tape is recorded to your satisfaction with no distortion. Listen particularly to the S's to make sure they sound crisp (not raspy). If they are distorted, lower the record level and record once again.

Music at the beginning and at the end of the tape can add an extra degree of appeal. It is always best to record music direct (using patch cables) and avoid using microphones. Try to select music which has natural beginnings and endings. Otherwise, fade them in and out to give our finished tape a smooth flow.

ADVANCED MANIPULATION

The most important aspect of advanced puppetry is subtlety. For a movement to look real, it must be controlled. Unnecessary motions must be gotten rid of. Make small, subtle movements. Some things that should be weeded out are:

1. **Nodding when you have nothing to say**
   There is a tendency for those puppets who are not speaking to nod in agreement with the speaker. This has to go.
2. **Too much turning of the head while speaking**
   Many puppeteers feel that looking over every person in the audience during each word their puppet says is a must. It isn't. It's bad puppetry.
   You will find that most of the subtle techniques are body or head movements. Things can and should be done to give the impression of an entire moving body, not one that just moves from the waist up.

The Head

Because the facial features cannot be altered, it is up to the rest of the body to make expressions of emotion. Head movement is one of the most important techniques to master if you want an expressive puppet. For example:

- A quickly opened jaw, combined with a slow head turn, can imply surprise or disbelief.
- A slowly opened jaw, combined with a slow head turn, makes your puppet look as if it just had an idea.
- Tilting the head to one side means your puppet is puzzled or has a question.
- A full face take from where the puppet has been looking to the audience exhibits frustration, exasperation, or a plea for help in an unpleasant experience.

The Body

The body of the puppet is the part which must convince the audience that the puppet character does indeed have feet. After all, people do more with their feet than walk. We run, jump, kick, skip and many other activities. The secret here is the appearance of balance. The human body must compensate for foot movements, therefore, the puppet body must also.

To jump, the puppeteer must lean the puppet forward as if prepared to jump, then swing his elbow so that the puppet is leaning back before landing.

To kick, the same movement as a jump is required, but at a quicker speed and without moving the puppet very far.

The body movement for dancing depends on which direction the feet are supposed to be moving. A general rule for balance is to lean the puppet body slightly in the opposite direction from the imaginary feet. It's good to bob the puppet also, but try to keep the head level at all times.

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SECTION VI

THE FACTS:

Tobacco Prevention Information

For You,

Your Students

And

Your Parents

IN-SERVICE MATERIALS:

for

Staff & Parents

IN-SERVICE TRAINING

- **Staff**
- **Parents**
- **CHAMPS Students**

It is important for you to train your staff, CHAMPS Students, and interested parents in the best available Tobacco and Drug Prevention information.

You may conduct these in-services yourselves, or feel free to ask someone from the local health department, American Cancer Society, or health organization to conduct the following program. They may prefer to conduct one of their own choosing.

To keep it simple, we have provided you with six overhead master copies and a corresponding script. Simply reproduce overhead transparencies by photocopying each master copy onto a blank transparency.

The presentation can be done in approximately 20 minutes, with 15-20 minutes to allow for questions.

Following the Tobacco Prevention update, parents and staff members need a quick overview of the CHAMPS Tobacco Peer Leadership approach, immediately followed by a sample puppet show to illustrate the effectiveness and age appropriate messages of the program.

TOBACCO PREVENTION OVERHEAD PRESENTATION

To be Presented to:

- School Prevention Team
- Parents
- Staff
- CHAMPS Tobacco Prevention Training for 4th through 6th grades.

To be Conducted by:

- County Health Office
- American Cancer Society Representative
- School Nurse
- Science Teacher
- School Prevention Team

SCRIPT FOR
TOBACCO PREVENTION OVERHEAD PRESENTATION

Overhead #1 Why Teach Tobacco Education?: In 1989 the Surgeon General's report stated: "The public health community should pay at least as much attention to the prevention of smoking among teenagers as it is now pays to smoking cessation among adults. Comprehensive school health education, incorporating tobacco use prevention, should be provided in every school throughout the country."

Looking at these statistics certainly gives awareness a focus.

Overhead #2 SMOKE: If you are wondering why tobacco is such a killer, take a look at the chemicals and poisons contained in smoke.

Involuntary smokers face increased risk of developing lung cancer and other tobacco related diseases.

Overhead #3 What About Kids?: As with adults, the more smoke a child is exposed to, the more that child's risk is increased. Therefore, if it is the smoking parent who handles most of the child care, the child's chance of developing the ailments listed is greater, and of course, the risk is highest if both parents smoke.

"Passive smoking ranks behind direct smoking and alcohol as the third leading preventable cause of death." Dr. Stanton A. Glantz, University of California at San Francisco.

Overhead #4 Short Term Effects from Smoking : Many young people think that it's possible to smoke for a short time, then stop before any real damage is caused to their health. However, smoking causes damage right away. As you can see from this list, the effects are quite immediate. Smokers are more prone to colds and coughs. Nicotine reaches the brain only seven seconds after puffing on a cigarette. It can make new smokers, and regular smokers who get too much, feel sick.

Overhead #5 Question/Answer: Smokeless tobacco comes in different forms. You may know it as chewing tobacco or snuff. Some kids use it because they think it looks cool, others because their friends, coach, or relatives do.

Smokless tobacco can cause cancer and other mouth problems. Changes can occur sometimes even after a few weeks of dipping. Your gums and lips can sting, crack, bleed, wrinkle, and get sores and white patches. These white patches may become cancerous.

Since tobacco contains nicotine, it is very addictive.

Tobacco pieces can damage your gums and expose the roots of your teeth. Chewing or dipping may stain your teeth, give you bad breath, affect your ability to taste and cause worn sports on tooth enamel. These are some of the things the ads don't tell you about chew and snuff.

Overhead #6 Where Can I Go For Help: Since smoking is addictive, it may be hard to quit, but not impossible. More than 40 million Americans have successfully quit smoking. There is help. A variety of organizations offer services and information on how to quit and where to go for help.

Overhead #1

WHY TEACH TOBACCO EDUCATION?

Because:

- Each day more than 3,000 adolescents in the United States will try tobacco for the first time.
- During their lifetime we can expect that, of these 3,000 young people, approximately 20 will be murdered, 30 will die in traffic accidents, and nearly 750 will be killed by a smoking related disease.
- Smoking kills more Americans each year than alcohol, cocaine, crack, heroin, homicide, suicide, car accidents, fires and AIDS combined.
- Smoking prevalence among females has consistently exceeded that among males since 1977.
- Recent studies have indicated that high school dropouts have excessively high smoking rates, as much as 75 percent.

Source: The American Cancer Society

Overhead #2

SMOKE

Contains 4,000 chemicals and poisons including:

CHEMICAL	COMMON USAGE
Acetone	paint stripper
Ammonia	floor cleaner
Arsenic	rat poison
Butane	lighter fluid
Cadmium	used in batteries
Carbon monoxide	car exhaust
Formaldehyde	morgue preservative ("pickles parts")
Hydrogen Cyanide	gas chamber
Methanol	rocket fuel
Naphthalene	moth balls
Nicotine	insecticide
Polonium-210	radioactive

Source: The STAT Speakers Guide and Slide Collection, Stop Teenage Addiction to Tobacco (STAT)

Overhead #3

WHAT ABOUT KIDS?

Lung cancer is not the only hazard that faces involuntary smokers. For instance, the children of smokers have a greater chance of developing certain illnesses such as:

- **colds;**
- **bronchitis and pneumonia, especially during the first two years of life;**
- **chronic coughs, especially as children get older;**
- **ear infections; and**
- **reduced lung function.**

Source: The American Cancer Society

Overhead #4

SHORT TERM EFFECTS FROM SMOKING

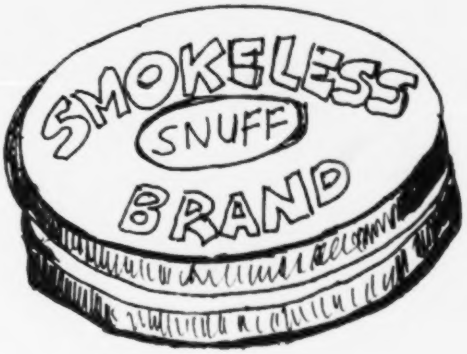
- Decreased lung capacity
- Worsen asthma and allergies
- Raises blood pressure
- Bad breath, yellow teeth and fingernails
- Leading cause of fire in houses

Source: The American Cancer Society

Overhead #5

QUESTION:

What can cause cancer, gum disease, and mouth sores, cost a bundle, ruin your looks,and make your blood pressure go up?



ANSWER:

This can:

WHERE CAN I GO FOR HELP?

American Cancer Society
1599 Clifton Road, N.E.
Atlanta, Georgia 30329
1-800-ACS-2345*

National Cancer Institute
9000 Rockville Pike
Building 31, Room 4A-18
Bethesda, Maryland 20892
1-800-4-CANCER

American Heart Association
National Center
7320 Greenville Avenue
Dallas, Texas 75231
(214) 750-5300

Office on Smoking and Health
Centers for Disease Control
Mail Stop K-50
1600 Clifton Road N.E.
Atlanta, GA 30333
(404) 488-5705

American Lung Association
1740 Broadway
New York, New York 10019-4374
(212) 315-8700

***Check the phone book to contact your local Division.**

OUTLINE FOR STAFF IN-SERVICE

1. Use overhead masters and script for presentation.
2. Discuss why using peers works and gets results. See Section V.
3. Show themes and messages for each grade level. See Section V.
4. Conduct one of the K-3 puppet shows.
5. Explain the process and get input from staff on scheduling the puppet shows for grades K-3.

OUTLINE FOR PARENT IN-SERVICE

1. Use overhead masters and script for presentation.
2. Discuss why using peers works and gets results. See Section V.
3. Conduct one of the K-3 puppet shows.
4. Questions and answer time.
5. Sign up sheet for parents who would like to work with puppeteer teams.

GENERAL
TOBACCO
FACTS
&
INFORMATION

GLOSSARY OF TERMS

Teacher Guide

ADDICT	person who always has a strong need to smoke cigarettes or use other drugs
ADDICTION	strong need to smoke cigarettes or use other drugs
ALVEOLI	delicate air sacs in lungs where the exchange of oxygen and carbon monoxide occurs
BONG	waterpipe used to smoke marijuana
BRONCHI	the two main branches of the respiratory system through which air travels between the trachea and the lungs
BRONCHIOLES	smaller, thinner air passages that fill the lungs; between the bronchi and the alveoli
CANCER	the growth of abnormal cells
CANNABIS	scientific name for pot
CARBON DIOXIDE	colorless, odorless gas formed during respiration; what we exhale
CARBON MONOXIDE	poisonous gas inhaled from cigarettes that has no odor, taste or color
CARCINOGEN	a substance that causes cancer
CHRONIC	continuing for a long time
CHRONIC BRONCHITIS	long-lasting inflammation of the lining of the bronchi; known as "smoker's cough"
CILIA	tiny hair-like structures that act like brooms and continually wave back and forth to sweep the lungs clean
CIRCULATORY SYSTEM	system that keeps the blood moving through the body
COCAINE	extremely addictive narcotic which provides an instant euphoric high
CRACK COCAINE	concentrated form of cocaine which provides instant euphoric high when used as an inhalant; also called "rock"
EMPHYSEMA	disease which makes it difficult to breathe because walls of alveoli have broken down and lungs have lost their elasticity
EXHALE	to breathe out
FILTER	device at end of cigarette used to remove some of the harmful components

GLOSSARY OF TERMS - Teacher Guide (Continued)

HABIT	behavior of doing same thing over and over. Ex: Smoking
HASHISH OR HASH	form of cannabis
HEAD SHOP	stores which sell drug related items
HEART ATTACK	blockage of one or more of the arteries of the heart, which may occur in heavy smokers
INHALE	to breathe in
JOINT	a hand-rolled marijuana cigarette
LEUKOPLAKIA	whitish, thickened ridges in the mouth that may become cancerous; usually caused by smokeless tobacco
LUNGS	the two organs of breathing; the only internal organs directly exposed to external elements
MAINSTREAM SMOKE	smoke inhaled directly from a cigarette
MARIJUANA	a drug smoked to "get high"; also called pot, grass, reefer, etc.
MUCUS	thin sticky substance that lines the respiratory system and collects germs and particles; also called phlegm
NICOTINE	addictive drug found only in tobacco
OXYGEN	the gas which we need to live; transferred to the bloodstream through the alveoli
PASSIVE SMOKING	nonsmoker inhaling smoke from a smoker
PEER PRESSURE	action from friends to try to get a person to do something
POT	another term for marijuana
RESPIRATORY SYSTEM	system of the body that allows us to breathe; major part is the lungs
SECOND-HAND SMOKE	sidestream smoke or smoke exhaled by a smoker that the nonsmoker inhales
SIDESTREAM SMOKE	smoke that trails off the end of a cigarette
SMOKER'S COUGH	chronic bronchitis
TAR	thick, brownish-black carcinogen found in cigarette smoke; causes stains on teeth and fingers, builds up in lungs
THC	mind-altering ingredient in marijuana (delta-o-tetrahydrocannabinol)
TOBACCO	what cigarettes are made of

TOKE	slang term used when taking a drag from a joint
TRACHEA	windpipe or air tube through which oxygen flows

HARD FACTS ABOUT TOBACCO AND YOUNG PEOPLE

WHY IT'S SERIOUS

- Smoking is the #1 *preventable* cause of death in the nation.
- Every 13 seconds, someone in the world dies from a tobacco-related illness.
- More people die from cigarette smoking and related illness than die from alcohol, traffic accidents, illicit drugs, murder and suicide combined.
- Cigarette smoking is responsible for one out of every five American deaths.
- Tobacco kills nearly 435,000 Americans each year. Cocaine kills no more than 1,000.
- If three jumbo jets crashed every day of the year in America with no survivors, then about 390,000 would die in these crashes, the same number of people who died as a result of cigarette smoking in 1985.
- Of the 3,000 children who smoke their first cigarette, 23 will be murdered, 30 will die in traffic accidents, and nearly 750 will be killed by smoking related diseases.
- Short term effects of smoking are: rapid heart beat; increased pulse rate; bad breath; stained teeth; shortness of breath; smelly clothes and hair; reduced circulation, causing cold hands and feet; increased coughing and wheezing; allergy flare-ups; more colds, flu and pneumonia; and decreased sense of taste and smell.

WHY IT'S IMPORTANT TO INFORM YOUNG PEOPLE

- More than 40 percent of American teenagers, aged 12-17, have experimented with tobacco, while only 1 in 30 has sampled cocaine.
- Smoking in early adolescence is a red flag. It is a strong predictor of more dangerous behavior in late adolescence; alcohol abuse, sexual promiscuity and reckless driving. The person who experiments with drugs and drinking at 18 is often the same individual who is experimenting with cigarettes at 12.
- Cigarettes have been called a *gateway drug*. In a majority of cases, cigarette smoking precedes use of illicit drugs.
- Among youths surveyed in 1985 who had tried both cigarettes and cocaine, 90 *percent used cigarettes first.*

- Each day more than 3,000 American teenagers start smoking.
- One-third of high school seniors who have ever smoked had their first cigarette by the sixth grade, one-half by the eighth grade.
- Peer influences appear to be the most potent factors in precipitating the onset of smoking. Over 50 percent of adolescents report smoking their first cigarette with a friend, 13 percent were alone, and 7 percent were with a parent.
- The single best predictor of whether a young person will smoke is whether he has a best friend who does.
- Young smokers are concentrated among those who do the worst in school and have the lowest educational aspirations.
- High school dropouts have excessively high smoking rates - as much as 75 percent.
- There are now more female teenage smokers than male.

THE ADDICTIVE ASPECTS OF USING TOBACCO

- The earlier people start smoking, the harder it is to quit when they are older. People who start smoking in their teenage years run the risk of becoming life-long smokers.
- 85 percent of teenagers who smoke two or more cigarettes completely - and overcome the initial discomfort of smoking - will become regular smokers.
- Most adolescents believe they can stop smoking whenever they wish.
- Only 5 percent of high school seniors believed they would still be smoking years after graduation. In fact, 75 percent were still smoking 8 years later.
- Nicotine, which is found in tobacco products, is more addictive than crack or alcohol - One in six who experiment with crack will become addicted; one in ten who experiment with alcohol will be addicted; *nine out of ten who experiment with tobacco will become addicted.*

SECOND HAND SMOKE

- Secondhand smoke is a Class A carcinogen, causing 3800 lung cancer and 12,000 other cancer deaths in the U.S. each year.
- New studies show passive smoke causes ten times as much heart disease as lung disease - making passive smoke or secondhand smoke

the third leading cause of *preventable* death behind active smoking and alcohol.

- There is a 39 percent increase in absenteeism of non-smoking children of *parents who smoke* compared to non-smoking children of parents who do not smoke.

ADVERTISING AND SMOKING

- In 1989, cigarette manufacturers spent over $3.3 billion to advertise and promote tobacco products.
- Cigarette manufacturers use themes and images to emphasize good times and associate youth, vigor and sexual appeal with cigarette smoking.
- Sales of smokeless tobacco have increased 11 percent per year since 1974.

SMOKELESS TOBACCO

- The highest rates of smokeless tobacco use (snuff and chewing tobacco) occur among teenage and young adult men; in 1985, 1.7 million males aged 12-17 used some form of smokeless tobacco.
- Nearly 20 percent of all high school males have used some form of smokeless tobacco.
- Some surveys conducted in many states document use of smokeless tobacco as early as third grade.
- Smokeless tobacco stains teeth an ugly, yellowish-brown color. It wears off the enamel and causes bad breath. After using smokeless tobacco for a few weeks, the user's lips and gum can begin to crack, bleed, wrinkle and develop sores and white spots.

WHAT'S REALLY IN CIGARETTES?

- Cigarette smoke is a collection of over 4000 chemicals.
- Fingernail polish remover, a poisonous gas, a preservative for dead frogs, an insecticide, 401 poisons and 43 known carcinogens (a cancer causing substance) are some of the ingredients in cigarette smoke.
- Nicotine is a deadly poison. Taken in high doses, it can kill. One drop (70mg) will kill an average man within a few minutes. Most cigarettes contain somewhere between .2mg and 2.2 mg. At one time, nicotine was used as an insecticide.
- Cigarette smoke contains cyanide, a deadly poison.

- Cigarette smoke contains formaldehyde, a chemical used to preserve dead frogs for biology class.
- Cigarette smoke contains methanol, a wood alcohol. Taken in sufficient amounts, methanol can cause blindness. It is also used as an additive in or substitute for gasoline.
- Cigarette smoke contains acetone, which is the prime ingredient of fingernail polish remover.
- Cigarettes also contain tar, a conglomeration of the solid particles found in smoke. They combine to form a sticky brown substance that can stain your teeth and clog your lungs.

CAN SCHOOL PROGRAMS REALLY HELP?

- School-based tobacco prevention programs in the U.S. have had consistently positive effects. They have been particularly effective in delaying the onset of tobacco use.
- Training in social skills to recognize and resist peer pressure to smoke shows promise in lowering eventual use.
- Widespread adoption of school-based smoking prevention programs will contribute significantly to the Surgeon General's goal of a smoke-free society in the U.S. by the year 2000.

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TOBACCO PHYSIOLOGY

The following information explains the physiological efforts of tobacco on the following body parts.

LUNGS: Tobacco smoke goes down the windpipe into the lungs, and then into tiny air sacs where oxygen and other gases are exchanged.

CILIA: Small hairs in the windpipe and lungs that sweep out particles and impurities in the air we breath and move them back up the airway so they can be breathed out or swallowed. Cilia helps keep the lungs clean. Tobacco paralyzes the cilia so they can't clear out particles and impurities breathed in.

BLOOD CELLS: The red blood cells that normally carry oxygen to all parts of the body are largely replaced with carbon monoxide. This results in decreased oxygen delivered to the body. Tobacco users can have up to 15 times higher levels of carbon monoxide in their bodies.

HEART: Nicotine causes the release of adrenaline. Adrenaline causes your heart to work harder and demand more oxygen. Nicotine increases your body's need for oxygen, while carbon monoxide decreases your oxygen supply. Your heart beats faster increasing your risk for heart attack because the oxygen supply is lessened.

ARTERIES, VEINS, CAPILLARIES: Tobacco use causes reduced blood flow to the skin through the temporary shrinking of blood vessels.

Diseases Caused By Smoking

Cancer: Cigarette smoking is responsible for 30% of all cancer deaths in the United States.

- Lung Cancer - 87% of Lung Cancer is caused by smoking.
- Mouth Cancer - Affects the tongue, gums, or cheeks. This cancer is found in people who smoke cigars, pipes, or people who use smokeless tobacco.
- Cancer of the Voice Box - People who have this cancer usually have to have their voice box removed and find it difficult to speak.
- Cancer of the Esophagus - (Food Pipe) The combination of cigarette smoking and drinking alcohol greatly increase the chances of getting this cancer, which is very hard to treat.

Breathing Diseases:

- Bronchitis - (Life Long) Smokers cough is caused by the smoker having to clean his lungs of the excess mucus left when the cilia are destroyed. The cilia are the little hairs in the lungs that act like brooms and wave back and forth to keep the lungs clean.
- Emphysema - Lungs loose their elasticity and people can't breathe out properly. Once a person has emphysema, they have it for life.

SECOND-HAND SMOKE

While smoking has officially been recognized as a cause of lung cancer since 1964, only now are scientists confirming another long suspected tobacco danger, that breathing air containing someone else's smoke (passive smoking) poses many of the same health risks posed by smoking yourself (active smoking).

A preliminary government report (Respiratory Health Effects of Passive Smoking: Lung Cancer and Other Disorders, issued May, 1991 by the Environmental Protection Agency) estimated that each year, on a nationwide basis, passive smoking causes...

- 2,500 to 3,000 lung deaths
- 150,000 to 300,000 cases of bronchitis, pneumonia and other respiratory tract infections in children under 18 months of age, resulting in 7,500 - 15,000 hospital visits.
- 8,000 to 26,000 new cases of childhood asthma. It also increased the symptoms in 200,000 to one million children who already have asthma.
- Increased prevalence of coughing, wheezing and other respiratory problems in both adults and children.
- Fluid in the middle ear, a common reason for operations in young children.
- A link between maternal smoking and Sudden Infant Death Syndrome (SIDS), although it stops short of saying that passive smoking causes SIDS.

SMOKELESS TOBACCO

Using smokeless tobacco is not only unattractive, it can be fatal. Every year tobacco use causes 434,000 deaths in the United States. Tobacco use shortens life expectancy. Furthermore, respiratory illnesses due to tobacco use can make a chewer's later years miserable. Smokeless tobacco users face an increased risk of oral cancer. Leukoplakia, white, thick patches on the mouth's lining can develop from smokeless tobacco use and is considered pre cancerous. Oral cancer sometimes requires surgery which may result in facial deformities.

The risk of developing oral cancer for long time users of snuff is 50 times greater than for non user. Chewing tobacco may also increase the risk of oral cancer. This form of cancer kills 50% of its victims within five years of diagnosis.

SECTION VII

THE RESULTS:

How To
Evaluate
The Program
And
Your Students

CHAMPS TOBACCO PREVENTION
Primary Grades 1-3
Student Survey
(Pre-Test)

Name of School: ______________________

Circle the answers.

I. I am in (A) 1st grade (B) 2nd grade (C) 3rd grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Tobacco is a drug.

   (A) YES (B) NO

2. Tobacco is habit-forming.

   (A) YES (B) NO

3. Tobacco is hazardous to your health.

   (A) YES (B) NO

4. Tobacco is bad for children, but OK for adults.

   (A) YES (B) NO

5. Drugs can be helpful, but tobacco is a harmful drug.

   (A) YES (B) NO

CHAMPS TOBACCO PREVENTION
Primary Grades 1-3
Student Survey
(Post-Test)

Name of School: ____________________

Circle the answers.

I.	I am in	(A)	1st grade	(B)	2nd grade	(C)	3rd grade
II.	I am a	(A)	girl	(B)	boy		

Please circle the correct answer.

(A) YES (True) **(B) NO (Not True)**

1. Tobacco is a drug.

   (A) YES (B) NO

2. Tobacco is habit-forming.

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3. Tobacco is hazardous to your health.

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4. Tobacco is bad for children, but OK for adults.

   (A) YES (B) NO

5. Drugs can be helpful, but tobacco is a harmful drug.

   (A) YES (B) NO

CHAMPS TOBACCO PREVENTION
Intermediate 4-6 Grades
Student Survey
(Pre-Test)

Name of School: ____________________

Circle the answers.

I. I am in (A) 4th grade (B) 5th grade (C) 6th grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Tobacco use is harmful to one's health.
   (A) YES (B) NO
2. Smokeless tobacco is not dangerous.
   (A) YES (B) NO
3. Smoking is a habit that is often difficult to break.
   (A) YES (B) NO
4. Smoking affects only the person who smokes.
   (A) YES (B) NO
5. Second hand smoke is what you breathe when you are near a person who is smoking.
   (A) YES (B) NO
6. Second hand smoke is dangerous.
   (A) YES (B) NO
7. Laws about smoking affect only children, not adults.
   (A) YES (B) NO
8. There are laws about tobacco advertising, smoking on airplanes, and how old you must be to buy tobacco products.
   (A) YES (B) NO
9. Tobacco is considered to be a gateway drug; often leading to other drug use and abuse.
   (A) YES (B) NO

CHAMPS TOBACCO PREVENTION
Intermediate 4-6 Grades
Student Survey
(Post-Test)

Name of School: ____________________________

Circle the answers..

I. I am in (A) 4th grade (B) 5th grade (C) 6th grade

II. I am a (A) girl (B) boy

Please circle the correct answer.

(A) YES (True) (B) NO (Not True)

1. Tobacco use is harmful to one's health.
(A) YES (B) NO

2. Smokeless tobacco is not dangerous.
(A) YES (B) NO

3. Smoking is a habit that is often difficult to break.
(A) YES (B) NO

4. Smoking affects only the person who smokes.
(A) YES (B) NO

5. Second hand smoke is what you breathe when you are near a person who is smoking.
(A) YES (B) NO

6. Second hand smoke is dangerous.
(A) YES (B) NO

7. Laws about smoking affect only children, not adults.
(A) YES (B) NO

8. There are laws about tobacco advertising, smoking on airplanes, and how old you must be to buy tobacco products.
(A) YES (B) NO

9. Tobacco is considered to be a gateway drug; often leading to other drug use and abuse.
(A) YES (B) NO

Outcome Evaluation For CHAMPS Tobacco Prevention

School Name ____________________ Contact Person ____________________

Address ____

Phone ____________________________

A. Pre Test: (date administered): ____________

B. Puppet Shows with Student Lessons: (Check each grade level lesson completed)

K ___________

Ist ___________

2nd ___________

3rd ___________

C. Post Test: (date administered): _________________

D. Total number of students: ______________________

Please send completed form to:

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Rd., Suite 400
Scottsdale, Arizona 85254-3449
Phone: (602) 991-9110

WE WANT TO HEAR FROM YOU

We are anxious to hear from you about your puppeteering peer led activities which have centered on tobacco prevention. Please share with us any of the following:

- Feedback from
  - Students
  - Parents
  - Staff
- Pre Test/Post Test Summaries
- Photographs of your students in action with the Tobacco Prevention Puppets
- Newspaper articles
- Ideas of your own for using the puppets or reinforcing the prevention messages.
- Success stories, i.e.) A special student who is turned around by taking responsibility as a positive role model.

CHAMPS MATERIALS

Ordering Information

T-SHIRTS
(white or blackk)
$7.50 or $8.50

BUTTONS
$.50

SWEATSHIRTS
(white or black)
$15.00 or $16.50

NOTE: The same puppets, stage & training video are used for both Tobacco and HIV/AIDS Modules. Once you order one set, the next module becomes yours for the price of manual & cassettes.

• Prevention Puppets	$285.00
• Tobacco Prevention Manual Pre-recorded Puppet Shows	$185.00
• HIV/AIDS Prevention Manual Pre-recorded Puppet Shows	$185.00
• Training Video	$25.00
• Stage with Frame & Curtain	$325.00

PENCILS
$.25

BUMPER STICKERS
$.50

Pink or Turquoise Logo
VISORS
with flip-down sunglasses
$4.00

T-SHIRT SIZE INFORMATION:
ADULT SIZES S, M, L, XL
XXL $1.00 EXTRA

Date ____________________ P.O. # ________________
Name of School/Organization ________________________________
Contact Person ________________________________
Address ________________________________
City ____________________ State ____________ Zip ____________

ITEM	SIZE	HOW MANY	PRICE EACH	TOTAL
		Merchandise Total		
		Az. Residents Add 6.8 %Tax		
		Allow For Shipping and Handling		
		Order Total		

Mail to:
CHAMPS Peer Leadership Inc.
14425 N. Scottsdale Rd. • Suite 400
Scottsdale, AZ 85254-3449 • (602) 991-9110
Fax: (602) 998-6928

"CHAMPS"
PUPPETEER SHIRTS

- White T-Shirt with multi-colored print to match the Tobacco Prevention Puppets.
- Heavyweight 50-50 polyester/cotton T-Shirts and Sweatshirts.
- T-Shirt size information:

  Adult sizes S, M, L, XL
  XXL $1.00 extra

- Pricing Information:

White T-Shirt	**$ 9.50**
White Sweatshirt	**$16.50**

Date ______________ P.O. # ______________
Name of School/Organization ______________
Contact Person ______________
Address ______________
City ______________ State ______________ Zip ______________

ITEM	SIZE	HOW MANY	PRICE EACH	TOTAL

Mail to:
CHAMPS Peer Leadership Inc.
14425 N. Scottsdale Rd. • Suite 400
Scottsdale, AZ 85254-3449 • (602) 991-9110
Fax: (602) 998-6928

Merchandise Total	
Az. Residents Add 6.7% Tax	
Allow For Shipping and Handling	
Order Total	

Case You Don't Know . . . . .

CHAMPS Peer Leadership offers a two day Training of Trainers for five-member school teams. Learn a peer process for elementary, middle and high schools with **school-wide impact.** You will be able to:

- Work smarter, not harder.
- Focus your prevention efforts.
- Turn peer pressure into a positive force.
- Have students become part of the solution.
- Get peer leaders to accept responsibility for creating positive change.

____ I am interested in CHAMPS Peer Leadership Training information.

Send information to:

Name ________________________________

School/Organization ____________________

Address ______________________________
City State Zip Code

Phone ________________________________

Mail this to:

CHAMPS Peer Leadership
14425 N. Scottsdale Rd., Suite 400
Scottsdale, AZ 85254-3449
(602) 991-9110